

Centers for Disease Control and Prevention
**Diffusion of Effective Behavioral
Interventions Project**



**An HIV/AIDS and STD prevention program
for at-risk youth**

TRAINING-OF-FACILITATORS MANUAL

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PREPARATIONS

INTRODUCTION

The Diffusion of Effective Behavioral Interventions (DEBI) Background

Centers for Disease Control and Prevention: Diffusion of Effective Behavioral Interventions (DEBI) Series

The Centers for Disease Control and Prevention's (CDC) Division of HIV/AIDS Prevention initiated the Diffusion of Effective Behavioral Interventions (DEBI) series. The objective of the DEBI project is to:

- Make science-based interventions available nationwide;
- Build local capacity in HIV prevention; and
- Promote the process of turning research into practice.

The DEBI project identifies science-based interventions with demonstrated evidence of effectiveness in reducing HIV risk behaviors. It provides training and ongoing capacity building assistance (CBA) on these interventions to state and community HIV/STD program staff. The project also supports the development of materials to assist and enable the replication of these interventions in community-based settings.

The Street Smart Intervention is one of several intervention packages supported by the CDC's DEBI project. Other science-based interventions disseminated through the DEBI project include:

<ul style="list-style-type: none">• CLEAR• Focus on Youth + ImPACT• Healthy Relationships• Holistic Health Recovery Program• Many Men, Many Voices (3MV)• MIP• MPowerment• Partnerships for Health• Popular Opinion Leader (POL)• PROMISE	<ul style="list-style-type: none">• RAPP• Respect• Safe in the City• Safety Counts• SiHLE• SISTA• Together Learning Choices (TLC)• VOICES/VOCES• Willow
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For more information about the DEBI project or additional intervention packages, please call (800) 462-9521, email interventions@aed.org, or visit the website, www.effectiveinterventions.org.

Street Smart Background

What is Street Smart?

Street Smart is an intensive HIV/AIDS and STD prevention program for youth whose behaviors place them at risk for acquisition or transmission of HIV or an STD. The Street Smart program is a multi-session, skill-building curriculum designed to help youth practice safer sexual behaviors and reduce substance use. It addresses three components: providing access to health resources, making condoms available, and providing skill-building training sessions for youth. An individual session is included to give youth the opportunity to apply what they have learned in the group sessions to their personal experience, including assessing their risks for HIV/STDs, identifying barriers for implementing safer sex practices, and developing a plan for safer sex goals. A trip to a community resource is also included to empower youth to access resources that will facilitate the desired behavior change - practicing safer sex. The trip is intended to teach youth not only how to access relevant resources, but to learn how to be informed consumers of health and other social services.

The program is the product of extensive collaboration among researchers, staff from public and private agencies serving homeless and runaway youth, and youth from diverse backgrounds. The intervention was originally designed and tested by Dr. Mary Jane Rotheram-Borus.

Target Population

The Street Smart program was originally designed for runaway and homeless youth, ages 11-18; however, it can be easily adapted for youth in other settings (e.g., juvenile detention centers, LGBTQ drop-in centers, local family planning organizations, etc.)

Intervention

The intervention is designed to be delivered over a period of six to ten weeks by trained youth-serving professionals. It includes:

- 8 sessions lasting approximately 1.5 to 2 hours each
 - Session 1: Getting the Language of HIV and STDs
 - Session 2: Personalized Risk
 - Session 3: How to Use Condoms
 - Session 4: Drugs and Alcohol
 - Session 5: Recognizing and Coping with Feelings
 - Session 6: Negotiating Effectively
 - Session 7: Self-Talk
 - Session 8: Safer Sex
- 1 individual session
- 1 visit to a local community resource

While it is preferable that participants attend every session, the program is designed so that each session can stand on its own.

Theory

Street Smart is significantly informed by the Social Learning Theory which describes an interpersonal process through which skills are acquired, strengthened, and maintained. New skills are acquired when individuals see and model new behaviors, receive feedback on their own performance of the new behavior, and receive positive reinforcement for exhibiting the new behavior. By practicing skills in a supportive social environment, individuals increase their motivation and self-efficacy in their ability to use these skills in a variety of contexts.

The intervention's activities aim to increase positive beliefs, attitudes, and perceptions toward HIV prevention. Specifically, the Street Smart program offers youth the opportunity to:

- Practice negotiating safer sex with peers by role-playing;
- Mobilize support for beliefs, attitudes, and practices that reinforce safer sex acts and that promote a reduction in (or complete cessation of) substance use; and
- Engage in a network that supports these positive behaviors.

Core Elements

Core elements are those components that are critical features of an intervention or strategy's intent and design that are thought to be responsible for its effectiveness. Consequently, they must be maintained without alteration to ensure program effectiveness. Core elements are derived from the behavioral theory upon which the intervention or strategy is based. They are essential to the implementation of the program and cannot be ignored, added to, or changed.

The Street Smart program has four core elements. Below is a listing of each core element and the Street Smart activities that are derived from it. As a trainer, you may wish to familiarize yourself with this list as it can be helpful in teaching the activities to TOF participants. However, this should not be presented to TOF participants as trainees are often too unfamiliar with the intervention to consider this level of information.

- 1) **Enhancing affective and cognitive awareness, expression, and control through exercises that cover a variety of important topics such as:**
HIV/STD terms, future dreams, self-defeating thoughts, condom misconceptions, effects of drugs/alcohol on actions, weighing of pros and cons, coping styles, problem analysis, sexual values, self-talk, and goal setting.
- 2) **Teaching HIV/AIDS risk hierarchy and its application to oneself through discussions and exercises that include:**
HIV/STD transmission, determining the relative safety of different sex acts, familiarization with condoms, pros & cons of getting an HIV test, and consequences of behaviors and choices.

- 3) **Using peer support to train in recognizing triggers for personal risk through activities such as:**
exploring thoughts and feelings that lead to unsafe acts, recognizing those feelings, identifying circumstances that contribute to unsafe acts, analyzing problems, and encouraging participants to give feedback on role-plays, expressing appreciation, and giving tokens.
- 4) **Building skills in problem solving, personal assertiveness and HIV/AIDS harm reduction through:**
setting your own sexual limits, putting condoms on penile and vaginal models, role-playing effects of drugs/alcohol, practicing problem-solving steps, trying relaxation techniques, assessing a partner's risk, using "I" statements in assertive communication, switching negative thoughts to positive ones, and dealing with rationalizations and slip-ups.

Key Characteristics

Key characteristics are crucial activities and delivery methods for conducting an intervention, which may be adapted for different agencies and at-risk populations to meet the needs of the target population and ensure cultural appropriateness of the strategy. *None of the key characteristics can be eliminated but they can be adapted for different types of youth and agencies.*

The key characteristics of Street Smart fall into two main categories:

A. Structure of the group:

- Convening groups of 6 to 10 adolescents of both sexes (see Adaptation section for guidance on same-sex groups.)
- Delivering the intervention in eight, 90- to 120-minute sessions, one individual session, and one trip to a community resource.
- Conducting the intervention sessions in a large, comfortable room protected from interruptions.

B. Techniques and Tools:

- Reinforcing positive behavior through frequent use of **tokens** and verbal appreciation.
- Building group cohesion through participant sharing and giving appreciation to others for their contributions.
- Eliciting participants' assessment of their feelings by using the "**Feeling Thermometer**" to label the feelings they are experiencing, and building skills in expression of feelings through **relaxation** and identification of coping styles.

- Using **role-playing** as an opportunity for participants to practice and observe typical circumstances in an instructive and supportive environment.
- **Videotaping** role-plays so participants can see themselves as others see them.
- Applying **problem-solving** steps to realistic circumstances.
- **Creating concern** over participation in unsafe sexual behaviors and involvement in risky situations.

ABOUT THIS TRAINING

Objectives of the Training of Facilitators

The Street Smart Training of Facilitators (TOF) is designed to prepare future facilitators to fully understand and implement the Street Smart intervention. It is a highly interactive, four-day training that provides all trainees with the opportunity to practice facilitating Street Smart intervention sessions.

One of the premises of Street Smart is that everyone in the implementing agency becomes familiar with the tools and language of Street Smart. All staff members who will facilitate the Street Smart program with youth should receive the training and be comfortable with all Street Smart materials including HIV information, vocabulary, problem-solving skills, negotiation of relationships, and management of feelings.

By the end of the training, trainees will be able to do the following:

- Identify the core elements and the ways in which they are implemented in the program;
- Identify key characteristics and appropriate ways in which the intervention may be adapted;
- Demonstrate their ability to use key characteristics and techniques effectively; and
- Demonstrate effective group facilitation skills.

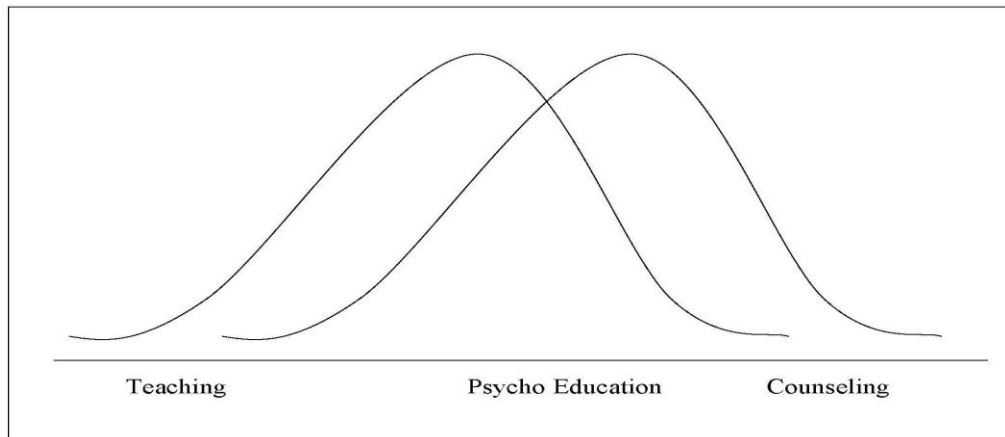
Developing Trainees' Skills

The training aims to increase trainees' self-efficacy to deliver the Street Smart intervention to the youth they serve. In keeping with the theoretical model of the Street Smart intervention, self-efficacy refers to a person's belief in his or her ability to carry out and succeed with a specific task (Bandura, 1977).

Increasing self-efficacy is accomplished in four main ways:

- Trainees participate in a non-threatening, intensive, and experiential learning;
- Trainers model facilitation skills and use of the curriculum;
- Trainers provide honest, constructive feedback to trainees in a manner that builds on their existing skills; and
- Trainers guide trainees/agencies through an overview of the process of adapting aspects of the Street Smart program to their respective target populations.

Training facilitators to deliver the Street Smart program is similar to training on other programs. However, many trainees have never facilitated psycho-educational interventions, particularly with those interventions that use a structured, manual-guided curriculum. As the diagram below illustrates, psycho-educational interventions fall in the middle of a continuum between teaching and counseling.



Some trainees will have skills and experience conducting individual and group psychotherapy or group counseling. While these groups may be focused on specific issues, they do not typically have a manual that describes in detail the structure of the sessions. Trainees whose primary experience working with youth is in the context of a counseling or psychotherapy group are often comfortable allowing the group to set the agenda, focusing on youths' individual experiences, and processing feelings that emerge from these discussions. Typically, the strengths these trainees bring to delivering Street Smart are:

- Responsiveness to youths' feelings,
- Good listening skills,
- Skill for paraphrasing youths' comments effectively, and
- A non-judgmental attitude.

Other trainees have skills and experiences at the other end of the continuum; that is, they are used to delivering educational programs to youth. Often these trainees have teaching experience and focus on delivering the content of the intervention. Their style of facilitating is similar to teaching in a classroom. These trainees are often very effective at:

- Group management,
- Engaging all youth in activities,
- Speaking to larger groups (e.g., projecting their voice so that they are heard), and
- Ensuring that youth grasp the structure and goals of exercises.

Facilitating the Street Smart intervention uses a **combination** of all the skills described above. During the training, trainers model a style of delivering a manual-guided, psycho-educational program that combines the two skill sets articulated above.

Trainers have three principal opportunities to model these skills:

- When trainers deliver Sessions 1 and 2;
- When trainers provide feedback to trainees after they deliver sessions; and
- When answering questions about sessions or (re-)conducting activities to demonstrate correct facilitation.

Street Smart is a unique intervention and challenges facilitator-trainees to adopt what may be a new and different style of group facilitation. It's not meant to be over-processed and it's not meant to be taught in a didactic manner. Finding the balance and the ideal approach will be a process for many new Street Smart facilitators. This Training of Facilitators is the first and best time to orient trainees to this style. Communicating to trainees the importance of this style and the role of the training in developing it is strongly recommended. This will reinforce that feedback provided on facilitation during teach-backs is not a criticism, but an effort to guide trainees in this new direction.

Definition of Terms

The following is a list of terms used in this manual and their definitions:

- “Trainer(s)” - the person(s) delivering the training of facilitators (TOF) and for whose use this manual is mainly designed.
- “Facilitators” - those people who will facilitate the Street Smart curriculum with youth, and whom this training manual is meant to benefit.
- “Trainees” - the people who receive the facilitator training. These individuals are alternatively referred to as “facilitator-trainees” or “participants” during the TOF (as explained below,) depending on the role they are playing.
- “Participants” - individuals participating in the activities of the Street Smart intervention (either trainees who are acting like youth during the teach-backs or the youth who receive the Street Smart intervention in implementing agencies.)
- “Facilitator-trainees” - the trainees who will practice facilitating sessions of the Street Smart intervention during parts of the training.
- The Street Smart “curriculum” - the Facilitator’s Guide for Street Smart, which is included in the Street Smart Intervention Package and is the principal source of activities, instructions, scripts, and other information needed to implement the Street Smart intervention.
- “Stop the action” - the signal for trainers to interrupt an exercise in progress to deliver training tips and instruction to trainees.
- “Follow-up key points” - points that trainers should emphasize to trainees during the training.
- Training of Trainers (ToT) - a training aimed at increasing the knowledge, skills, and abilities of those who will be training others on how to facilitate a behavioral intervention or HIV prevention strategy.
- Training of Facilitators (ToF) - a training aimed at increasing the knowledge, skills, and abilities of those who will be implementing a behavioral intervention or HIV prevention strategy.

- Implementation Manual - a manual for organizations that are funded to implement Street Smart that details the processes agencies must complete in order to effectively implement Street Smart (including information on the theoretical background, funding, preparation, facilitation, and adaptation of the intervention.)
- Facilitator's Guide - a session-by-session guide to assist a facilitator in implementing a behavioral intervention.

Format of Training

The training is designed to be an interactive learning experience. It is designed for groups of 6-12 trainees and to be led by two trainers. From the onset of the training, trainees are involved in simulated Street Smart group sessions.

This experiential learning process serves several purposes:

- Trainees have the opportunity to learn and practice facilitation skills.
- Trainees experience (both as participants and as facilitators) the Street Smart program.
- Trainees become familiar with the preparation needed to conduct the group sessions.
- Trainees receive positive reinforcement and constructive feedback from their peers and trainers.
- Trainees practice and learn to effectively use the techniques and tools of the intervention.

Trainees should be informed that the training will be experiential, interactive, and will provide them with the opportunity to practice facilitating sessions. Time will be allotted during the training for trainees to prepare to facilitate their assigned sessions.

In the morning of training Day One, trainers introduce the intervention by following segments of Session 1 with the introduction of the main components of Street Smart. The room should be set up with all trainee chairs in a circle (much like a traditional group session) and two trainers interact with trainees as if in a traditional group session.

In the afternoon of Day One, trainers model all of Session 2. Trainers will demonstrate facilitation of the Street Smart program to trainees and model the pacing, tone, and level of physicality appropriate for facilitating Street Smart. This is also the point at which the trainees will begin acting as a group of youth participants during session modeling and teach-backs. This allows the trainees to engage with the intervention from the perspective of their clients and allows facilitator-trainees (during their teach-backs) the opportunity to practice delivering the material in a more realistic setting (i.e., with a group of youth.) Additionally, trainers enjoy the role-playing, tend to stay more engaged throughout the TOF, and often generate thoughts and ideas about the intervention they may not have had from their adult viewpoints. Trainers should prepare trainees for this by stating the objectives (as stated above) of this dynamic, and stress that it is not designed to create group management difficulty or to distract their colleagues while they attempt to teach-back sessions.

For the remainder of the training, trainees are paired up to co-facilitate group sessions. Each trainee pair should facilitate at least one group session. During these group sessions, the trainers sit in the group as participants, but will stop the training when

appropriate to provide guidance or take advantage of a learning opportunity. At the end of each group session, trainees will receive feedback from peers and trainers to promote group learning.

Trainers should be conscious of their body positioning during the training (e.g., where they stand in the room, how they position themselves relative to the trainees, etc.), as such non-verbal cues can greatly influence the training format. For example, while a trainer standing in front of a group can facilitate an atmosphere that is more didactic and authoritative (like a teacher in front of a classroom), a trainer sitting *with* a group can facilitate an atmosphere that is more discussion-based. This should also be made clear to TOF participants as they prepare for their teach-backs and work with their youth.

We have found that the best way to facilitate questions during this experiential learning format is through the use of a “Parking Lot.” Trainers should request that trainees write their questions down to be addressed at the end of the session or another suitable stopping place. This ensures that questions are not left unanswered yet avoids frequent interruptions of the session flow.

Providing Feedback

When trainees are facilitating sessions 3 - 8, trainers should pay careful attention to trainees’ styles, noticing both strengths and weaknesses so as to provide effective feedback to trainees. This feedback is an integral part of the trainees’ learning experience. Feedback serves two purposes: it models for facilitators how to deliver constructive comments to youth, and it helps build their self-efficacy.

After each session, trainers should allot time to provide the facilitator-trainees’ with feedback from the trainers and their peers. Trainers should distribute Peer Observation Forms to the observing trainees so that they can take notes to provide effective feedback to their peers following each teach-back. The feedback should always start with identifying the trainees’ strengths and then offer opportunities for growth. Often, trainees will begin by identifying their weaknesses rather than their strengths. Trainers should encourage trainees to articulate positive aspects first. If trainees start discussing their weak areas, trainers should redirect by asking trainees to “tell me what you liked about what you did.”

When providing feedback to trainees following the teach-backs, trainers should take care to distinguish feedback that specifically relates to the trainees versus feedback that provides instruction regarding the proper facilitation of Street Smart and its activities. In particular, trainers should emphasize that direction regarding the facilitation of specific activities is provided to assist in the facilitation of activities and does not necessarily indicate something a trainee “did wrong.”

The feedback should be provided in the structure of a go-round as follows:

1. Trainers will ask each of the facilitator-trainees one thing she/he liked about what she/he did while facilitating the session and one thing she/he might do differently (if she/he were to do it again.)
2. Then, going around the group, each trainee is asked to state one thing she/he liked about what the facilitator-trainees did and one thing she/he might do differently.
3. Trainers will give feedback as to what they liked about what the facilitator-trainees did and one thing they would have wanted to see differently. This should be used as an opportunity to explain and emphasize certain points about facilitating the Street Smart session.
4. Trainers give additional tips on how to effectively facilitate the session.

Feedback Training Tips

- After several trainees have provided feedback, you may notice that comments will be similar, e.g., “I echo what Gloria said” or “ditto what Gloria said.” It is OK if participants repeat the feedback given by others, but trainers should encourage trainees to express their comments in their own words. Hearing from each trainee allows the trainer to understand the general training needs of the group. These go-rounds are also an excellent source of information for trainers to gauge the progress of the training group.
- If someone says something was “good,” ask what specifically was good about it. This will provide the trainee with concrete feedback to take away from the practice session.
- Trainers should be the last to speak in the go-round.
- One trainer should briefly summarize the feedback from the group, by clearly restating both strengths and areas for improvement.
- Addressing areas for improvement is a crucial learning opportunity for the trainees during the go-round, whether they refer to facilitating skills or stylistic differences. Stylistic differences are typically less likely to be critiqued by the trainees during the go-round unless the group has had experience conducting other manual-guided, psycho-educational programs. Addressing these critiques in a sensitive, non-judgmental manner is a critical aspect of this training. Examples of effective feedback include:
 - “You really are good at listening to the youth and making them feel heard, which is essential for doing these groups. Because of the time constraint, I think you have to be careful of the pace. So maybe when a youth tells you what’s wrong, instead of exploring more, you can paraphrase what they said and then bring it back to the topic of the group.”

- “You have a wonderful maternal soothing quality that puts everyone at ease. However, because of that, youth might look to you for approval; therefore, you have to be careful not to show any approval or disapproval.”
- Trainers can use the Facilitation Skills checklist (in the appendices) to deliver feedback in a systematic fashion.

Trainees' Agenda

This sample agenda is provided as a guideline to help you plan the Street Smart training session as well as to give to trainees in advance. Be sure to e-mail TOF participants a copy of the schedule to bring to the training, and be prepared to provide extra schedules on Day 1. You may find it additionally helpful to prepare a newsprint of the schedule to follow during the training itself.

DAY ONE

- 9:00 AM Welcome and Introductions (90 min)
 Goals of Training
 Structure of Training
 Background, research and theoretical basis
- Street Smart Session 1 (co-facilitated by trainers; 120 min)
 Review of major tools and techniques
- 12:30PM LUNCH (60 min)
- Session 2 and review of session goals (co-facilitated by trainers; 120 min)
- BREAK (15 min)
- Facilitation Tips (30 min)
- Session assignments and facilitation prep (30 min)
- 4:45PM Wrap-up and Daily Evaluation (15 min)

DAY TWO

- 9:00AM Welcome and Overview of the Day (15 min)
- Final facilitation prep (60 min)
- Session 3 and feedback (co-facilitated by trainees; 135 min)
 includes 15 min break as needed
- 12:30PM LUNCH (60 min)
- Session 4 and feedback (co-facilitated by trainees; 150 min)
 includes 15 min break as needed

4:00PM Wrap-up and Daily Evaluation (30 min)

DAY THREE

9:00AM Welcome and Overview of the Day

Session 5 and feedback (co-facilitated by trainees; 165 min)
includes 15 min break as needed

12:00PM LUNCH

Session 6 and feedback (co-facilitated by trainees; 90 min)
includes 15 min break as needed

Review Sessions 9 and 10 (60 min)

4:30PM Wrap-up and Daily Evaluation (60 min)

DAY FOUR

9:00AM Welcome and Overview of the Day

Session 7 and feedback (co-facilitated by trainees; 105 min)
include 15 min break as needed

11:30PM LUNCH (60 min)

Session 8 and feedback (co-facilitated by trainees; 60 min)

Fidelity and Adaptation (60 min)
Implementation Tips
Resources for Technical Assistance

Q & A (30min)

3:30PM Wrap-up and Evaluations (30 min)

Materials and Equipment

Intervention Package (hard copies or on CD-ROM)

The Street Smart Package includes:

- ◆ Orientation Video
- ◆ Implementation Manual, which includes the Facilitator's Guide
- ◆ Workbooks for Participants
- ◆ Handouts and materials for specific sessions
- ◆ Recruitment posters and brochures
- ◆ Technical Assistance Guide (TBD)

Trainers should prepare the following materials before the training session begins. Some sessions will require different materials than others.

Materials Required for Every Session:

- Feeling Thermometer poster
- Goals of Street Smart newsprint
- Newsprint
- Masking tape
- Markers
- Pencils
- Tokens
- Video camera and TV monitor or projector
- Copies of handouts for exercises
- Tables for materials (in back of room)

Session-Specific Materials:

Session 2

- Package of 5 X 8 ½ index cards for each trainee

- Package of 3 X 5 index cards

Session 3

- Male condoms (minimum of 2 per trainee – variety of colors, textures, flavors, lubricated and non-lubricated, polyurethane, lambskin, etc.)
- Female condoms (minimum of 2 per trainee) and lubricant
- Male pelvic models (1 for every 2 trainees)
- Female pelvic models (1 for every 2 trainees)

Session 8

- Costumes/make-up/props, etc.

Room Arrangement

Making the following arrangements will help ensure a successful training:

- Select a training room that is quiet. It is ideal to train off-site as this helps minimize staff getting pulled away from the training.
- Trainees should be seated in easy-to-move chairs without desks or tables in front of them.
- Chairs should be set up in a circle formation, as opposed to a semi-circle. Co-facilitators should sit across from one another, as opposed to side-by-side or otherwise distinct from the rest of the group. This formation helps to promote a supportive, inclusive environment and support group management.

ABOUT THIS MANUAL

How to Use this Manual

Intended Audience

This manual should be used by trainers to teach staff from community-based organizations, health departments, clinics, and other agencies serving youth at risk for HIV how to implement the Street Smart program. The manual guides trainers through the process of teaching facilitators about the underlying principles and goals of the Street Smart curriculum and how to implement, maintain, and adapt the intervention. It provides:

- An overview of the training goals and objectives;
- Guidance on how to prepare for the training;
- The agenda and curriculum to lead a four-day training; and
- Notes on how to conduct training activities.

This manual should be used in conjunction with the Street Smart Intervention Package. The Training of Facilitators (TOF) manual provides guidance on teaching others to implement the intervention. Trainers should know the curriculum, view the video, and be familiar with the other contents of the Intervention Package.

The Street Smart Intervention Package includes*:

Orientation Video

Implementation Manual, which includes the Facilitator's Guide

Handouts and materials for specific sessions

*Materials are provided on CD ROM.

Training Skills

This manual is written for trainers with:

- Extensive experience training community-based providers who work with youth;
- Experience facilitating counseling and/or psycho-educational groups with youth;
- Experience delivering the Street Smart program to youth; and
- A high level of comfort with content issues related to sexuality, substance use, and HIV/AIDS and STDs.

Format of this Manual

This manual will assist trainers with the preparation and facilitation necessary to train future Street Smart facilitators. It includes an introduction section, providing background on the Street Smart intervention as well as guidance on the background and preparations needed to successfully implement a Street Smart training session.

Next, the manual provides detailed outlines of each of the four days of training. Each outline begins with a list of daily objectives to provide the trainers with a roadmap for the day's activities. The manual then provides a walk-through of the day's activities, specifying the sessions of Street Smart that will be conducted each day as well as the specific activities involved for each.

Day 1 introduces trainees to the intervention and the format of the training, providing trainees with an example of how to facilitate the sessions of Street Smart as well as tips for effective delivery. Starting with Day 2, the manual provides a walk-through to assist trainers in observing facilitator-trainees' teach-backs, including a detailed list of which exercises in each session they are to facilitate, tips for successful facilitation, guidelines to provide feedback, and key points to remember for implementation.

"Session-At-a-Glance" tip sheets are also included to provide trainees with a brief overview of the sessions they will be teaching back and session-specific facilitation tips. These also guide trainers in providing relevant and appropriate feedback to trainees throughout the TOF.

Finally, an appendices section is included which provides handouts, PowerPoint presentations, and evaluation materials.

Icons are used throughout this manual to indicate that trainers should use a material or to highlight a key training point. Explanations of the icons found in this manual are listed below:



Trainer tip



Give out tokens



Refer to the Feeling Thermometer



Do a role-play



Review the videotape



"Stop the action;" an opportunity for trainers to highlight key points of the intervention and provide feedback to facilitator-trainees



Use the newsprint



Make a decision; (e.g., whether or not to videotape an exercise, determine which activity to facilitate, etc.)

Additional TOF Guidance

Learning about Training Agencies and Participants

A. Learn about the agency

Prior to conducting the training, it helps to know about the agencies that will be implementing Street Smart. Information that may be helpful for the trainers includes:

- Type of agency (example: shelter, rehabilitation program, alternative school, etc.)
- Types of youth served (including age range, race/ethnicity, etc.).
- Agency's experience with the target youth population.
- Venue where the Street Smart program will take place.

B. Learn about the trainees

The trainers should also know something about their trainees, including:

- Trainees' knowledge of basic information about HIV/AIDS.
- Trainees' experience providing education and/or counseling about HIV/AIDS, sexuality and substance use issues.
- Trainees' experience with youth, in general, and with youth in the target population.
- Trainees' group facilitation experience as well as any experience with structured curricula.
- Trainees' level of "buy-in" for the need and type of program.

C. Learn about the youth who will eventually participate in the Street Smart program

Finally, trainers should also be familiar with the agency's youth population who will participate in the intervention, including:

- Ages, races/ethnicities, sexual orientation, substance use patterns, etc.
- Previous HIV/AIDS education.
- Issues and concerns specific to the youth in their region (e.g., which substances are most prevalent, gang activity, etc.).

Monitoring group process throughout the training

A. Increase buy-in

As described above, it is important that trainers have an understanding of their trainees and the agency (or agencies) they represent. Trainers must assess the level of “buy-in” among the trainees and their respective agencies, that is, how much the trainees feel that the Street Smart program will be valuable and applicable to the youth they serve.

Trainers can increase the level of “buy-in” in numerous ways, including:

- Presenting the material with a high level of enthusiasm.
- Openly and non-judgmentally addressing and validating trainees’ concerns or doubts.
- Appropriately modeling general facilitation skills and Street Smart-specific facilitation skills, especially during the feedback.
- Organizing the training and training materials well.

Participants may question if Street Smart is applicable to their particular target population. If this is the case, trainers can increase the level of buy-in by emphasizing that the Street Smart program has been successfully used with many different populations of youth ranging in age from 11-18, including:

- Runaway and homeless youth.
- Youth in foster care/group homes and correctional facilities.
- Youth in all regions of the country, including from urban, rural, and suburban areas.
- Youth representing different ethnicities including African American, Caucasian, Latino/a, and Native American youth living on reservations.
- Youth representing a number of sexual orientations including lesbian, gay, bisexual, transgendered, and questioning.

B. Be aware of the phases of group process

Paying attention to the group process during the training days is a key aspect of the training. Trainers should debrief after each day of training to review the progress of the group.

Typically, the training groups go through three phases over the course of the training. (This is more often the case when all trainees come from the same agency.)

In the **first phase**, trainees are interested in learning something new. This phase usually takes place during the first day and the morning of the second day.

The **second phase** usually occurs toward the middle of the second day. The second phase is a crucial learning experience and trainers must deal with the group during this phase in ways that support trainees’ self-efficacy.

By the afternoon of the second day, trainees have learned a great deal about Street Smart and tend to start asking many questions. Trainers may also sense a general increase in the group's anxiety about their ability to deliver the program effectively. Sometimes trainees challenge the applicability of Street Smart to their youth and challenge the trainers themselves. It is crucial to roll with this resistance in ways that are not argumentative or defensive, and most importantly, that are respectful of the trainees' experience, skills and knowledge of the youth they serve. Moreover, this gives the trainers an opportunity to model the important skill of rolling with resistance and can become a critical learning experience for the trainees. This is especially true when aspects of the intervention are used in this process, such as tokens and the Feeling Thermometer.

By the **third phase**, which usually occurs toward the end of the third day and through the end of the training, the group has coalesced. In addition, their level of self-efficacy about their ability to deliver the program has increased, and they are enthusiastic to implement the program in their own agencies. This level of enthusiasm is solidified by the group creating the media message in Session 8.

C. Roll with resistance

Rolling with resistance and supporting self-efficacy can be done in a variety of ways:

- **Use reflection and acknowledge their skill and experience.**
Acknowledging the trainees' disagreement with a particular approach or exercise is a useful strategy. Trainers should reference how important the trainees' experience with the youth they serve is to the success of the intervention. For example:

TRAINEE (Sam): "There is no way our kids would ever do this role-play."

TRAINER: "Sam, thanks so much for saying that you don't think your kids would participate in this role-play (GIVE A TOKEN). It is important that you as a facilitator adapt the Street Smart program to the youth you serve in order for it to be effective. Later this afternoon, we are going to spend some time discussing specific ways your agency can adapt Street Smart so that the curriculum speaks to your kids. Remind us of this example this afternoon."

- **Describe the rationale for the approach and relate it back to the theoretical foundation of the Street Smart program.**
While the theoretical underpinning of the program is described on Day 1, trainers should refer back to the theory throughout the training. When trainees question a particular exercise or approach, putting it in the context of the theory is often a useful strategy. For example:

TRAINEE (Maya): "I don't feel that it is appropriate for us to encourage youth to talk so much about the good feelings associated with drug use."

TRAINER: “Thank you for bringing that up, Maya (GIVE A TOKEN). One of the main goals of Street Smart is to help youth consider alternative ways of keeping themselves safe by examining the pros and cons of behaviors in a non-judgmental way. And we do this in a group setting where positive or health-promoting norms are reinforced. Since we elicit the pros and cons of drug use (or any risk behavior) from the youth, we have to be willing to hear all the pros and cons of these behaviors. The group will provide the negative and the positive aspects of drug use. Through this process we are training youth to consider both their *feelings* and *thoughts* associated with drug use (their *behavior*).

Guidance on the Primary Tools and Techniques of Street Smart

The following information provides an introduction to the primary tools and techniques used in this intervention. A more comprehensive explanation of these tools, their relevance in the intervention, and tips for their implementation can be found in the Implementation Manual.



Tokens

The use of tokens is based on the theory of positive reinforcement, which states that behaviors that are noticed and encouraged by others will increase in frequency.

Tokens are pieces of 2" X 2" multicolored construction paper that anyone can make. When conducting Street Smart, facilitators will give each participant a roughly equal stack of the tokens at the beginning of each session. When anyone says or does anything someone else likes or agrees with, finds encouraging, causes him/her to think, etc., he or she hands the person a token. The tokens are not "turned in" at the end of the session for something of value. Simply receiving a large number of tokens from their peers and being supportive of each other leaves most participants at the end of the session with positive feelings about themselves.

During Street Smart sessions facilitators will need to model how to use tokens by frequently distributing tokens to each other as well as the youth throughout the sessions. In the first session or two of Street Smart, facilitators are encouraged to give out tokens liberally in order to model encouragement, support, and positive affirmation. In the original research and in the piloting of the Street Smart intervention, we found that the use of tokens became a group norm after only a few sessions, and often sooner.

Training Facilitators on Tokens

In order to help trainees increase their level of comfort with using tokens, trainers should:

- Have a complete understanding of the purpose and use of tokens (*refer to the Implementation Manual*).
- Be completely comfortable in the use of tokens.
- Use tokens consistently throughout the demonstration sessions.

Trainers can increase trainees' level of comfort with tokens by fully explaining their purpose and modeling their use early and consistently. Therefore, once the tokens are introduced (beginning of Day 1) trainers should continuously and liberally hand out tokens to the trainees and to each other. The following are moments when trainers should always give out tokens during the trainer demonstrated sessions:

- When a trainee (acting as a participant) participates in discussions, role-plays, etc.
- If any trainee gives a token to someone else. This encourages others to do the same.
- If a trainee makes a statement that seems to encourage at-risk behaviors or you don't want to encourage the behavior, the trainers should still give them a token for sharing and state, "I appreciate you sharing that with us" or "thank you for being honest," etc. Trainers should help the trainees understand how to handle these types of situations to ensure that youth feel that the groups are non-judgmental.

One of the goals of the training is that trainees become completely comfortable with the use of tokens.



Feeling Thermometer

One of the goals of Street Smart is to help adolescents become aware of the link between feelings, thoughts, and actions. As they begin to understand this link and become more aware of their feelings, youth often need help in learning to recognize, name, discuss, appropriately express, and manage feelings. Managing emotions is important because intense feelings can interfere with youths' ability to make good decisions and act safely.

The Feeling Thermometer is a tool that allows adolescents to better assess and discuss their feelings. The Feeling Thermometer ranges from 0 to 100. One hundred represents the most discomfort (associated with high intensity of an emotion), such as extreme anger, anxiety, excitement, nervousness, arousal, depression, etc. Zero represents a total lack of discomfort (associated with emotional intensity), such as feeling no anxiety or nervousness at all. As the Feeling Thermometer is used, youth learn that a high number on the Feeling Thermometer may affect an individual's thoughts and actions. A person at or near zero is better able to think and make decisions than the person at or near one hundred, regardless of the particular emotion. When youth begin to understand the correlation between feelings, thoughts and actions, they learn to manage their feelings better.

While the Street Smart curriculum designates specific instances for facilitators to use the Feeling Thermometer, this tool can be used at any time that it seems important to assess feelings.

Youth often become confused and associate lower numbers on the Feeling Thermometer (i.e., 10, 20) with “positive” feelings (e.g., contentment, happiness) and the higher numbers with “negative” feelings (e.g., anger, fear). The numbers are meant to refer to the *intensity* of a feeling; for example, an individual who rates herself at 85 of happiness feels happier than someone at 15 of happiness. The objective is to teach youth that regardless of the feeling, a high intensity of feeling affects an individual’s sense of control and effectiveness when making decisions. A person who is intensely happy versus someone who is intensely angry is equally at risk of not thinking clearly and making an unsound decision. In essence: high intensity inhibits rational thinking.

This tool becomes particularly helpful when discussing the issue of sexual behavior. Often, when you discuss risky sexual behaviors with youth, they will tell you that “It just happened.” This tool teaches them that when someone is in a state of high sexual arousal (which is normally perceived as a positive feeling), their Feeling Thermometer is at a high number (perhaps 80 or 90). Through the use of the Feeling Thermometer, youth develop a better understanding of risky sexual situations. They recognize that their decision-making abilities may be impaired during certain sexual situations, and this tool helps them recognize the triggers for risky sexual behaviors. The Feeling Thermometer helps them learn to identify, attribute a value to, cope with, and reduce risky sexual behaviors.

For many youth, the Feeling Thermometer may represent one of the first opportunities to stop, consider their feelings, and recognize the intensity of them; often the very act of paying attention to one’s feelings can assist in their management. Additionally, the Feeling Thermometer provides an interim method for labeling feelings until the language of feelings is learned. Street Smart provides participants with a “Feelings and Emotions Word List” after introducing the Feeling Thermometer that begins this learning process.

Training Facilitators on the Feeling Thermometer

Trainers should use the Feeling Thermometer liberally when orienting new facilitators to Street Smart. This will not only help trainees to understand how the tool is used in the intervention, making their eventual use of the Feeling Thermometer more seamless and meaningful, but it can also help to manage the group of trainees during a TOF if used appropriately. Trainees often enjoy using the Feeling Thermometer as many adults also have similar difficulty communicating feelings.

Trainers should also be sure that trainees recognize and understand the issues that youth usually face (as mentioned earlier, e.g., associating “positive” feelings with higher number) when using the Feeling Thermometer. Trainers can use the feedback periods after session teach-backs to further discuss the importance and use of the Feeling Thermometer.

Relaxation

Relaxation is a useful tool to help manage feelings in combination with the Feeling Thermometer. Relaxation techniques typically bring youths’ (and facilitators’) Feeling

Thermometers down. The Facilitator who is leading the relaxation technique should be mindful to:

- Read relaxation in a calm, quiet voice.
- Read slowly.
- Make sure that they speak in a quiet voice, but loud enough for the group to hear.

If facilitators are not used to reading out loud in this manner, it is advised that they practice with some colleagues. The way in which the relaxation is read is vital to creating the proper mood and to ensuring the youth will be able to “buy into” the relaxation and benefit from this coping strategy. The co-facilitator should model the relaxation instructions (e.g., getting into a comfortable position, closing eyes, etc.).



Role-playing

Role-playing allows youth to act out typical situations in an instructive and supportive environment. The Street Smart manual contains several different types of role-plays:

Quickie role-plays are short and scripted and are mainly used to introduce a session or topic. Quickie role-plays are usually found at the start of a session or exercise.

Longer role-plays may or may not be scripted. They use feedback from other participants and videotaping to give participants a more in-depth opportunity to explore new ways of dealing with high-risk situations.

Longer role-plays are divided between three different types:

- Scripted role-plays (youth read verbatim dialogue from a written script).
- Semi-scripted role-plays (start off scripted and then the actors make up the rest of their lines).
- Unscripted role-plays (youth are provided with a scenario and situation and improvise).

Refer to the Implementation Manual for step-by-step instructions on how to conduct each role-play type.

Debriefing all role-plays

Once the role-play has finished, there is a recommended sequence for delivering feedback. Facilitators should follow this format after every role play. However, by Session 3, most youth are familiar with the process. Therefore, by this point, only a basic review of the proper feedback process may be necessary. Play it by ear, but be sure to let the youth demonstrate that they understand what to do after a role play – if facilitators attempt to review information the youth already possess, they may get frustrated, bored or feel under-acknowledged.

1. Ask the principal actors, "Where is your Feeling Thermometer?"
2. Ask the actors to "Tell me one thing that you liked about what you did."
3. Ask the actors "Tell me one thing you would you do differently?"
4. Ask the participants observing (e.g., body language, face, voice, etc.) what they observed.
5. Ask the coaches (if coaches were assigned) what they think the principal actors may have been thinking, but not saying, to the other person.
6. Do a quick go-round and ask the coaches and other participants, "Where are you on the Feeling Thermometer?"
7. Ask participants to suggest to the principal actors or coaches ways to resolve the issue elicited by the role-play.

Trainees often wonder if they are asking participants what they liked about their performance as an actor or what they liked about the things their character did or said. While the goal is to discuss the actions of the characters, the instruction -- *"tell me one thing you liked about what you did"* -- is intentionally open-ended to encourage youth to identify with the character they are portraying. Facilitators should allow youth to answer the question either way (i.e., based on their performance or the action of their character).

Re-write scripted role-plays to fit in with local norms and slang

TOF Trainees may initially balk at the language used in some of the role plays either because it is outdated or not regionally or culturally appropriate or relevant to their target population. Although the discussion of adaptation of Street Smart occurs later in the TOF, trainers should mention early on that adaptation of role-plays is not only acceptable, but highly encouraged as long as the intention of the role-play is maintained.

Gender and sexuality issues in role-plays

Facilitators should make every effort to avoid stereotyped role-playing. Many of the activities involve role-plays between persons with specific characteristics. Be sure that these exercises do not stereotype individuals by gender, sexual orientation, age, and/or race. Reverse gender roles whenever possible. For example: "Let's have the girl this time be the one who doesn't want to use a condom." Also try to have girls role-play boys and boys role-play girls as early and often as possible. An in-depth explanation for the importance of incorporating gender and sexuality issues can be found in the Implementation Manual.

Role-playing sexual or romantic interactions between same-sex couples may be received with strong resistance by youth. Some facilitators may believe that these role-plays are not relevant for their youth population and that their youth are predominantly heterosexual. Trainers should stress the importance of including same-sex sexual situations for several reasons:

- Actual proportions of youth engaging in or experimenting with same-sex sexual activity may be higher than generally perceived. Given that many youth may

engage in same-sex sexual behaviors (or at least experience same-sex attraction), it is highly unlikely that these role-plays are irrelevant for any youth population.

- Youth who engage in same-sex behavior often experience a high degree of stigmatization and violence as compared with their heterosexual peers. As a result, they often have a far higher rate of suicidal ideation. Role-playing sexual situations between same-sex partners helps de-stigmatize homosexuality and “normalizes” issues of gender and sexuality, thereby allowing those youth who have engaged in same-sex behaviors to explore and discuss areas of risk without discussing their particular behavior.
- Adolescence is a time of experimentation and there is a wide range of risk behaviors and situations youth may experience, including same-sex sexual behaviors. These role-plays allow youth to learn skills for dealing with these sexual situations in safe, non-threatening ways without requiring self-disclosure.

Trainers have found that when trainees express that their *youth* would have problems or discomfort with a same sex role-play, they are often actually expressing their own discomfort. Trainees and potential Street Smart facilitators should inspect their own feelings about same sex issues and try to be aware of the biases they unknowingly display to or project onto their youth.

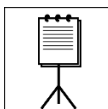
If it is clear that youth refuse to do the same-sex role-plays, same-sex role-plays may be adapted so that instead of youth playing the part of someone who has engaged in same-sex behavior, the actors could talk about other youth engaging in same-sex behavior with the same issues that come up in the original role-play.



Videotaping Exercises

Videotaping exercises such as role-plays fosters effective decision-making, problem-solving skills, and behavior change. The strength of videotaping is that it allows individuals to actually see themselves as others see them. It is important, therefore, that youth first see themselves in realistic circumstances, acting out scenes as they think most people would act. Afterwards, the youth can act out alternative ways of handling the situation.

Facilitators (and trainers) must be thoroughly familiar with the videotaping and playback equipment. The smooth transition from videotaping to playing the videotaped role-plays is vital to the pacing of the session and maintaining the youths’ attention. Video cameras that connect directly to monitors are typically the easiest to use.



Newsprint

A large flipchart or newsprint on a stand is used throughout the sessions. Facilitators should save this written material throughout the eight session cycle to refer back to goals set by participants or important points made by participants or facilitators.

Significant or major written materials (group rules, triggers, SMART, etc.) should be taped to the walls.

Additionally, facilitators may find it helpful to pre-print information on certain handouts for easy reference. This can help to reduce the total number of handouts (and thus reduce paper costs and environmental impact).



Choices

At various points in the curriculum, the facilitator has a choice in the use of video cameras or which exercises to use. Depending on the make-up of the group, the pacing of the particular session, and the interest of the participants, the facilitator may choose one exercise over another. Either one will provide the learning experience that is intended in the session.

DAY ONE

Purpose:

- Introduce the trainers to the trainees, the trainees to the trainers, and the trainees to one another
- Familiarize trainees with the use of tokens
- Outline the structure of the training
- Discuss participant expectations and training objectives
- Introduce the Goals of Street Smart
- Demonstrate the facilitation of Session 1: Exercises 1, 2, 3, and 4
- Demonstrate the facilitation of Session 2: Exercises 1, 2, 3, and 4
- Prepare trainees to facilitate Sessions 3-8 during the remainder of the training

Set up

Prior to the beginning of the training, place a copy of the Implementation Manual at each trainee's seat.

Be prepared to distribute additional copies of the training agenda to those who did not print the copies previously e-mailed to them. Alternatively, you can prepare a newsprint of the agenda with which trainees can follow along.

Trainers should make sure they are familiar and comfortable with using the video camera and playback equipment.

Materials:

SUPPLIES:

- Blank newsprint and marking pens
- Lottery prize
- Tokens
- Name-tags
- Examples of Preparations Notes
 - Index card version
 - Paper version

POSTERS:

- Feeling Thermometer poster

PREPARED NEWSPRINTS:

- Ground Rules newsprint
- Goals of Street Smart newsprint
- List of Observer Roles: Facial Expression, Hands, Body Language, Tone of Voice
- “Parking Lot” newsprint

HANDOUTS:

- Feeling Thermometer Worksheet (1-A)
- HIV, AIDS, and STD Fact Cards (questions on front, answers on back; 1-B)
- Handouts of HIV/AIDS questions and answers (1-C)
- Rosa and Ricky script (1-D)
- Feelings and Emotions Word List (1-E)

EXERCISE 1: INTRODUCTIONS AND TOKENS

(20 minutes)

Welcome trainees and go over general housekeeping issues (e.g., location of bathroom, coffee, breaks, etc.). Have trainees introduce themselves by stating:

Let's go around and introduce ourselves. Tell us your name, your role in your agency, your experience with Street Smart, your target population, and one thing you would like to get out of this training.

Make it brief. I'll start, I'm _____ and I am one of the Street Smart trainers here today; I would like to learn more about your agency and how you can use Street Smart effectively in your agency.



During the go-round, have the co-facilitator who is not presenting hand out small piles (approx. 15-20) of tokens to trainees. Do not explain what they are for yet; this will happen once everyone has introduced themselves.

Introduce the use of tokens by stating:

These are what we call tokens—you may have noticed me giving them out during the introductions.

Optional: Ask volunteers who have some familiarity with Street Smart to explain what tokens are and why they are used in Street Smart. Once several people have responded, reiterate and expand on their participation with the following:

Some people call them “love,” “thanks” or “gratitudes.” You can call them whatever you want. They are basically tokens of appreciation.

We use them a lot during the Street Smart intervention to show appreciation for comments and contributions. Street Smart facilitators need to feel at ease using tokens as they facilitate the program, so we will also be using them a lot during this training.

So, if you appreciate someone else's comment or action, if they say something you really agree with or can relate to, give them a token.

As you see, the tokens are basically square pieces of colored paper. You can make your own tokens by cutting colored construction paper into 2” x 2” squares.

State:

Everyone in the group gets a pile of tokens in the very beginning of each session. The idea is for everyone to give out as many tokens as possible by the end of the session.

Explain the rules for using tokens by stating:

There are a couple of guidelines for using tokens that you should go over with participants:

First, no air deliveries; participants should not throw the tokens to the recipient. Also, sometimes participants try to pass it along through others to the intended recipient. Tokens should be given directly from one person to another. The participant has to get up and hand the token to the person. The participant can say something to the other person when giving the token, but he/she does not have to.



Trainer Tip! As you explain this rule, you should demonstrate by getting up, handing a token to one of the trainees, and stating, "It's nice to see you here."

State:

Second, tokens should be handed out one at a time, and if you really want to emphasize your appreciation, then maybe 2 or 3 tokens at once. You should not hand out 20 tokens to one person.

There are several benefits to using tokens:

- It helps build group cohesion.
- It helps youth express themselves (especially for those who have difficulty expressing themselves in groups).
- It minimizes interruptions. Youth can give each other support and "say" something without interrupting the group.
- It helps mold positive behavior.

The key to youth using or buying into the tokens is you, the facilitator. As the facilitator, you should give out the tokens as much as possible, especially in the first two sessions.

The tokens are not "turned in" at the end of the session for something of value. The act of simply receiving a large number of tokens from their peers and making others feel good about themselves leaves most youth at the end of the session with positive feelings.

Summary Points

Go over the main points of using tokens by stating:

Remember, when using tokens:

- Handing out tokens should start to feel “natural” within the first two sessions. The facilitators’ liberal and natural use of tokens starting from the first session sets the tone for their regular use by the group. Set the expectation with the youth that they should all use tokens liberally.
- If a youth says something inappropriate or something you don’t want to encourage, you could still give him/her a token and say, “thank you for being honest,” or, “thank you for sharing that” to reinforce participation and maintain a non-judgmental tone.
- Tokens are a tool to reinforce positive behavior. They should never be used as a device to “shut up” challenging youth.
- Be sure to make eye contact with the youth (as appropriate) when you hand them a token, and encourage youth to do the same.
- Remember that tokens are an effective tool to help manage a group.
- Once the group gets the hang of using the tokens, you can gauge how involved the youth are at any given time by the number of tokens that are being exchanged. You can also see which youth are more or less engaged by the number of tokens they give out and receive.
- Typically the highly engaged, more popular youth tend to get more tokens than the less engaged youth. Your job as a facilitator is to make sure the less engaged youth also receive tokens. Be sure to find occasions to give tokens (and encourage other youth to give tokens) to these youth for participatory behaviors (for example, being on time for sessions, nodding in agreement to something someone else said, etc.).



Trainer Tip! Make sure to give out tokens often to trainees and model getting up out of your seat, looking trainees in the eye, etc.

This may feel like a lot of information right now, but you will see how it works as tokens are used this week. Also, all of this information is detailed in the Implementation Manual which was on your seats when we started today. I will talk more about it in a moment. It is a good source to review as a way to refresh your understanding of tokens, find the appropriate language to explain it to youth, and orient new facilitators and program managers to the use of tokens.

STRUCTURE OF THE TRAINING

Provide an overview of the training by stating:

Tokens are just one of the essential tools used in Street Smart. Over the course of this training you are going to become familiar with all of the fundamental tools necessary to implement this intervention. Descriptions of these core tools and other helpful information about the intervention can also be found in the Implementation Manual.

Trainers may instruct trainees to the Implementation Manual and have them look through it as they explain the following:

The Implementation Manual is a comprehensive guide for organizations that are preparing to implement Street Smart. This manual provides an orientation to the Street Smart intervention, introducing you to how it works, the benefits of the program, research findings, the theory behind it, and its core elements and key characteristics. It also addresses many of the pre-implementation logistical issues including policies and standards that need to be in place, how to develop a budget, how to get stakeholder buy-in, what to consider when searching for an appropriate venue, strategies for recruiting and retaining clients, and ways to adapt the intervention. You may also notice that it contains the entire Facilitator's Guide, which will assist you in leading the intervention within your own agencies. Lastly, it gives you tools to ensure the effective and sustained delivery of Street Smart in your agency.

Feel free to reference these materials as we go along and ask questions as needed.

Today, my co-facilitator and I will conduct the training as if we were running group sessions. We will cover most of what is in Session 1 and then facilitate an abbreviated version of Session 2. Session 1 is when most of the essential tools are introduced. In fact, we already started Session 1 because a “go-round” is how we begin every session.

During this training, you may hear a few terms used to refer to different individuals in the intervention. We'd like to review a few of these terms now to help you understand the program structure. “Trainers” refers to me and my co-facilitator, as we will be delivering this training of facilitators. “Facilitators” refers to the people who will facilitate the Street Smart curriculum. “Trainees” are the people who receive the training—all of you here today! Depending on your role during different portions of the training, we may refer to trainees in different ways. “Participants” refers to the individuals participating in the activities of the Street Smart intervention. “Facilitator-trainees” refers to the trainees who will practice facilitating sessions of the Street Smart intervention during parts of the training.

We will be asking you to act as a “youth” during the modeling of Session 2 (which is after lunch) and during your colleagues’ teach-backs. The purpose of this is to allow facilitator-trainees an opportunity to facilitate Street Smart activities in a realistic environment. It also allows you to engage with the material the way your youth or target population might and, in so doing, get to experience the intervention as a youth might. It is very important that you remember two things as you role-play as youth. First, that you stay in character as a youth; save any questions you may have for when we stop the role-play. Secondly, that you not act like your most problematic young person or cause group management issues. Keep this in mind as you start thinking about the Street Smart TOF youth persona you will adopt. Keeping those two things in mind will provide a greater learning experience for you and your colleagues.

Distribute a stack of post-it notes to each trainee. Introduce the “Parking Lot” by stating:

At some points during the training, we may say, “STOP THE ACTION,” in order to indicate that we are no longer modeling the sessions and therefore we are no longer in our roles as “facilitator” and “youth.” Instead, we are now “trainers” and “trainees” who are discussing, rather than participating in, the session. “STOP THE ACTION” will be used either to signal the end of a session and the beginning of discussion and feedback, or at various points during a session when we feel as though certain activities need clarification or discussion. Try to hold your questions until these stopping points. To help make sure your questions get addressed, we will have a newsprint serve as the “Parking Lot.” Whenever you have a question, jot it down on one of your post-it notes so you don’t forget it. You can then come up and post your questions when the activity is complete. You can also use the Parking Lot if you have a question, but you don’t want to ask it out loud. We will make sure we answer the question by the end of the day.

Take a look at your agenda; as I said, today my co-facilitator and I will be modeling abbreviated versions of Sessions 1 and 2 to introduce you to the primary tools used in Street Smart as well as to give you a sense of how activities should be conducted and paced. We will review parts of Session 1 as “trainers” and “trainees.” During Session 2, however, we will begin in our roles as “facilitator” and “youth.” We will remind you before we start when we are “youth” and when we are not.

The remainder of the training will involve you facilitating abbreviated versions of the other six Street Smart sessions. The reason they are abbreviated is to allow time for feedback and questions, and to point out specific challenges and essential techniques. Later today, we will assign partners, provide you with specific session assignments, and give you time to prepare for your facilitation. On Day 4 we will also have a discussion about fidelity and adaptation.

In order to maintain the best flow and efficiency in this training, we will be presenting Sessions 9 and 10 out of order from the actual intervention. For the purposes of this training, we will cover them after Session 6 as opposed to Session 8, when they are actually implemented. This will allow us more time to thoroughly discuss these sessions.

TRAINING EXPECTATIONS AND OBJECTIVES

Before we continue with our introduction of the intervention, we would like to briefly discuss the expectations and objectives for this training. What expectations do you have of this training?

Write participant expectations of the training on newsprint.

Summarize the training expectations of the group. Review the objectives of the training, by stating:

Our objectives for this four-day training are:

- To become comfortable with Street Smart core elements, tools, and techniques;
- To learn Street Smart theoretical background information including theory, research and why the program works;
- To build skills to conduct the Street Smart intervention; and
- To assist facilitators in their ability to effectively adapt Street Smart.

Note which expectations will and will not be addressed by the training. If a stated participant expectation will not be covered, trainers should refer participants to alternate means of obtaining needed information, such as capacity-building assistance or the Implementation Manual.

GROUND RULES

State:

In order to achieve our objectives and make this training successful for everyone, we would like to develop some ground rules on how we want to be treated that we can agree upon. These ground rules will help us to work best as a group.

To ensure a safe learning environment, we all need to agree on rules that will help build trust, encourage sharing, and develop our ability to work together.

What are some ground rules that would be good for us to have and use over the course of this week?



Have trainees brainstorm ground rules, prompting them as needed. Write the ground rules they come up with on newsprint.

Discuss typical ground rules for Street Smart, by stating:

Developing ground rules is one of the things you want to do in the beginning of any program. As many of you know, the best way to do this is to generate your ground rules from the group, with the guidance of the facilitators, like we just did.

Here are the ground rules that are recommended for the Street Smart program, as you can see many of these are similar to the ones we came up with, but some are more youth-focused such as the “don’t come in high:”

- Confidentiality
- No judgments
- No side conversations
- If you think you want to quit, try one more session
- Agree that it is okay to disagree
- No put downs
- Don’t come in high
- Have fun!

Again, it is best to get all of the ground rules from the youth. However, if the youth do not offer something on this list, facilitators can guide the discussion to elicit these ground rules.

State:

We recommend that the ground rules you develop are in sync with your organization. There are a lot of issues you have to discuss regarding the administration of your program and/or organization prior to the group. Some

examples are how to maintain confidentiality, deciding if youth can leave the group (although we try to get them to come back at least one more time), how to handle lateness, and what to do if youth come to a session drunk/high. For example, if you work in an agency that allows adolescents to participate in activities (individual or group work) while they are under the influence, then the rule could be that youth have to come in ready and able to actively participate in the group (and you as the facilitator should give an explanation of what that entails). If, however, the agency has a policy that does not allow youth to participate while under the influence, the rule could be “don’t come in high.” Facilitators could explain that if the youth does get high before a group, he/she can simply tell the facilitator, “I can’t come in today. I got high.” Facilitators should respond in an accepting, non-judgmental manner, for example: “No problem, I’ll see you next week.”

GOALS OF STREET SMART

Now we are going to watch a video that will give you a sense of the intervention as well as highlight some of the essential techniques that we will be learning more in depth over the next four days.



Goals of Street Smart Video

Introduce the video.

Play 15 minute Street Smart video.

After the video, state:

Your agency can use this video for a number of other purposes including marketing, orienting new employees, or for showing members of your Community Advisory Board to provide a sense of the intervention and its goals. This can help cultivate investment in the implementation of Street Smart as well as inform their ability to help your agency by connecting you to appropriate resources and members of your target population. You will receive a copy at the end of the training.

What questions do you have?

Goals of Street Smart PowerPoint

Use PowerPoint slide show or overheads found in the Appendices. Be sure to distribute a copy of the PowerPoint slides and original research to each trainee.

For Slide 1, “Street Smart Training of Facilitators,” paraphrase or state:



Now we will talk a little about the development and research support for the Street Smart program.

As we saw in the video, Dr. Mary Jane Rotheram-Borus developed the Street Smart program to address the high prevalence rates of HIV among homeless and runaway youth.

For Slide 2, “Main Goals,” paraphrase or state:

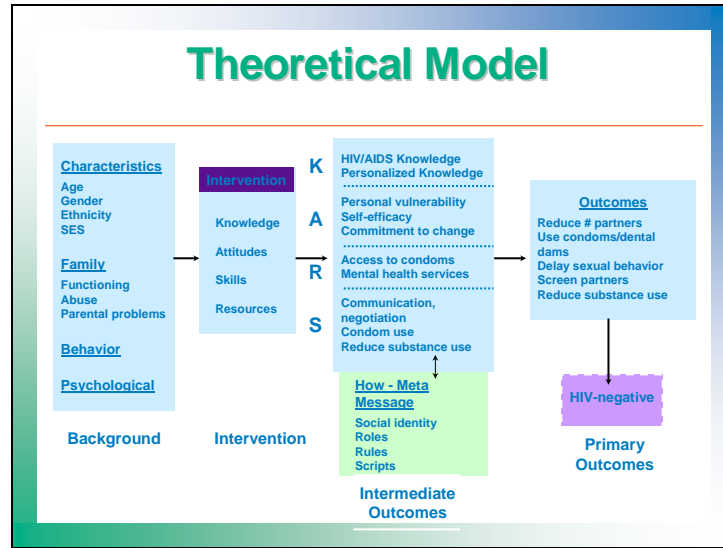
Main Goals

Reduce high-risk sexual behavior

Reduce substance use

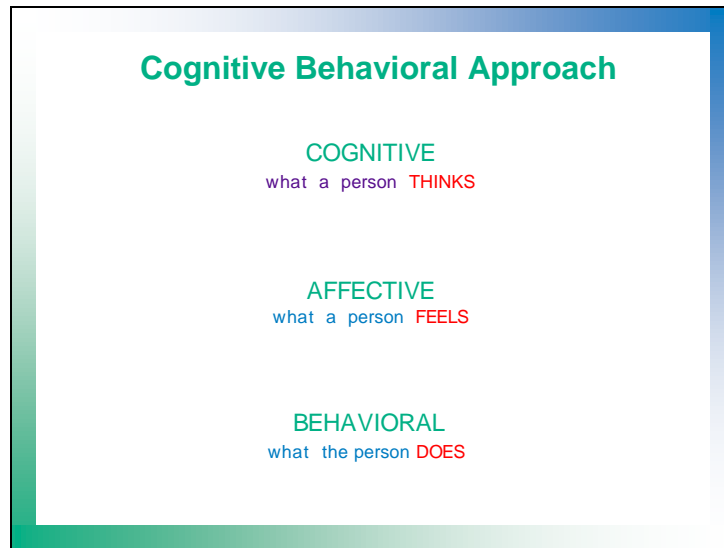
The main goals of the Street Smart program are to reduce high-risk sexual behavior and reduce substance use.

For Slide 3, “Theoretical Model,” paraphrase or state:



Now, let us discuss the theoretical background of Street Smart. When we say theoretical background, what we’re talking about is the prescription for how we believe behavior change will occur. There are many theories surrounding behavior. This intervention focuses on knowledge, attitudes, skills, and resources to achieve several behavioral outcomes. The intermediate outcomes of the intervention are, for example, to increase self-efficacy, which refers to a person’s belief in his or her ability to carry out and succeed with a specific task. With respect to HIV prevention, this self-efficacy has to do with one’s belief that one can protect oneself. The “primary outcomes” box on the right are the primary changes that the Street Smart intervention hopes to accomplish. These include reducing the number of sexual partners, using condoms and/or dental dams to reduce the risk of transmission, delaying sexual behavior, screening partners for safety, and reducing substance use that might encourage risky sexual behavior. These outcomes will help to ensure that teens remain HIV-negative.

For Slide 4, “Cognitive-Behavioral Approach,” paraphrase or state:

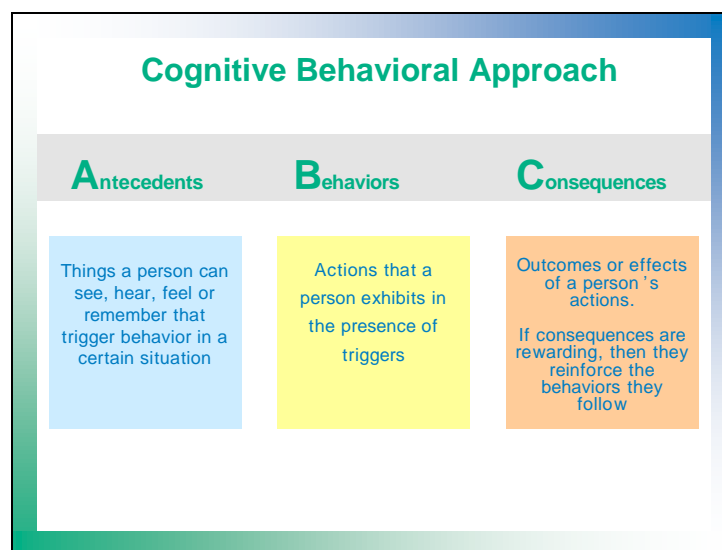


Street Smart utilizes a cognitive behavioral approach and is based on Social Learning Theory.

Cognitive behavioral approaches focus on the links between a person's thoughts (including attitudes and perceptions), feelings, and behavior.

Throughout the training, you will see how the Street Smart program trains youth to understand the link between feelings, thoughts and behaviors in order to better manage and reduce risky behaviors.

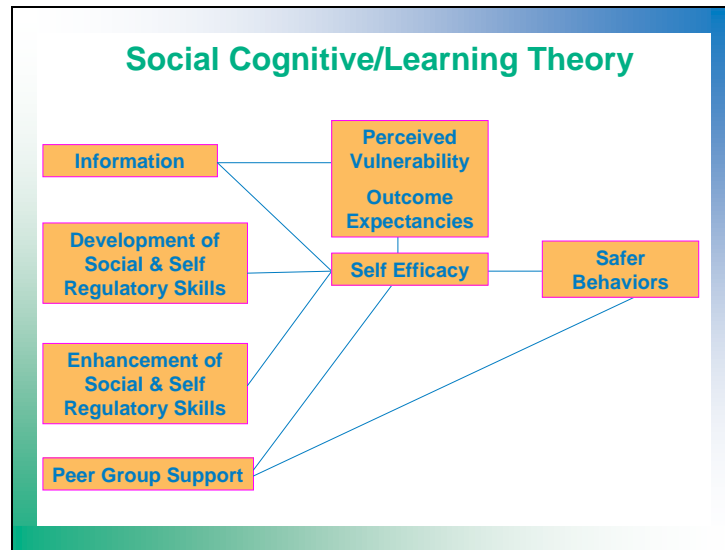
For Slide 5, “Cognitive-Behavioral Approach,” paraphrase or state:



Cognitive behavioral approach also focuses on the connection between antecedents (or triggers), behaviors, and outcomes.

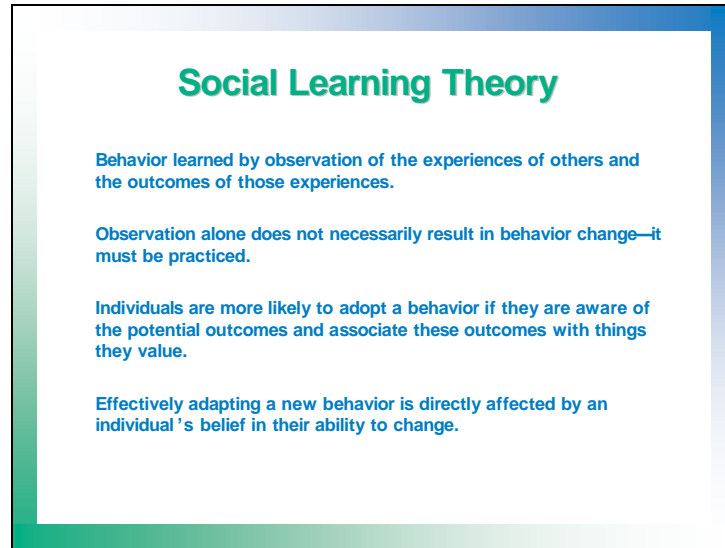
You will see how the intervention helps youth become aware of triggers and how it links to behaviors and outcomes.

For Slide 6, “Social/Cognitive Learning Theory,” paraphrase or state:



Street Smart’s foundation is the Social Learning Theory. This slide depicts a schema of the theory and its use in the intervention, which I will explain on the next slide.

For Slide 7, “Social Learning Theory,” paraphrase or state:



Social Learning Theory

- Behavior learned by observation of the experiences of others and the outcomes of those experiences.
- Observation alone does not necessarily result in behavior change—it must be practiced.
- Individuals are more likely to adopt a behavior if they are aware of the potential outcomes and associate these outcomes with things they value.
- Effectively adapting a new behavior is directly affected by an individual's belief in their ability to change.

Some of the governing principles of Social Learning Theory are:

1. Most behavior is learned not from individual experience, but by observation of the experiences of others and the outcomes of those experiences.
2. Observation alone does not necessarily result in behavior change. Behavior change is most likely if the behavior is observed and rehearsed before being put into practice.
3. Cognition (including attention, perception, memory, reasoning, and judgment) is involved in learning. Individuals are more likely to adopt a behavior if they are aware of the potential outcomes and associate these outcomes with things they value.
4. Effectively adapting a new behavior is directly affected by an individual's belief in their ability to change.

For Slide 8, “Original Structure,” paraphrase or state:

Original Structure

Small mixed-gender groups (6-12 youth)
8 group sessions (90 to 120 minutes)
1 individual session, 1 trip to local resource
Groups met 1 to 4 times per week
Highly structured with built-in flexibility to individualize to particular group of youth
2 trained adult facilitators

The original Street Smart intervention structure is a combination of 8 group sessions, one individual session and one trip. The group sessions are typically comprised of small, mixed-gender groups of 6-10 youth, ages 11-18. The groups are conducted by two trained adult facilitators and last 90-120 minutes. Group sessions can be held 1-4 times a week. After the youth attend the group sessions, they are provided with an individual session and a trip to a local community resource to assist them in the implementation of their goals of behavior modification and risk reduction.

The program is highly structured but it has built-in flexibility to individualize the program to be most appropriate for the particular youth enrolled in the group.

For Slide 9, “Core Elements,” paraphrase or state:

Core Elements

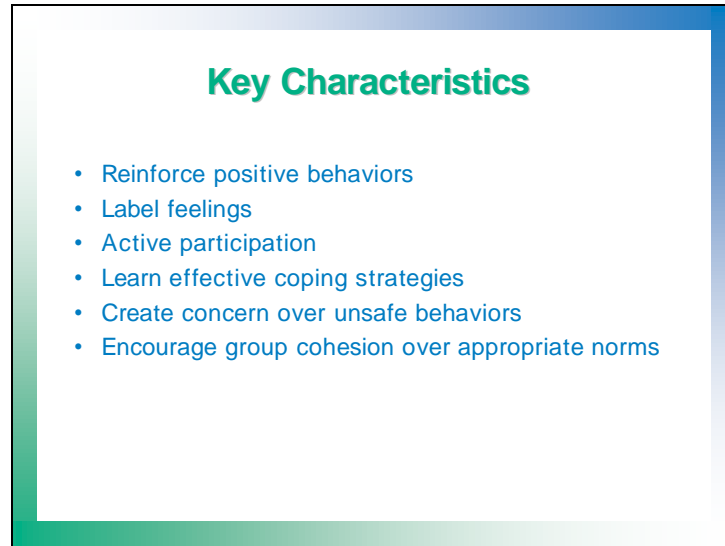
1. Enhancing affective and cognitive awareness, expression and control
2. Teaching risk hierarchy and its personal application
3. Using peer support to train in recognizing triggers for personal risk
4. Building skills in problem solving, assertiveness and HIV/AIDS harm reduction

Core elements are those parts of an intervention that must be present and cannot be changed. They come from the behavioral theory upon which the intervention or strategy is based and are thought to be responsible for the intervention's effectiveness. Core elements are essential and cannot be ignored, added to, or altered in any way.

Street Smart's core elements are:

- 1) Enhancing affective and cognitive awareness, expression, and control.
- 2) Teaching HIV/AIDS risk hierarchy and its application to oneself.
- 3) Using peer support to train in recognizing triggers for personal risk.
- 4) Building skills in problem solving, personal assertiveness, and HIV/AIDS risk reduction.

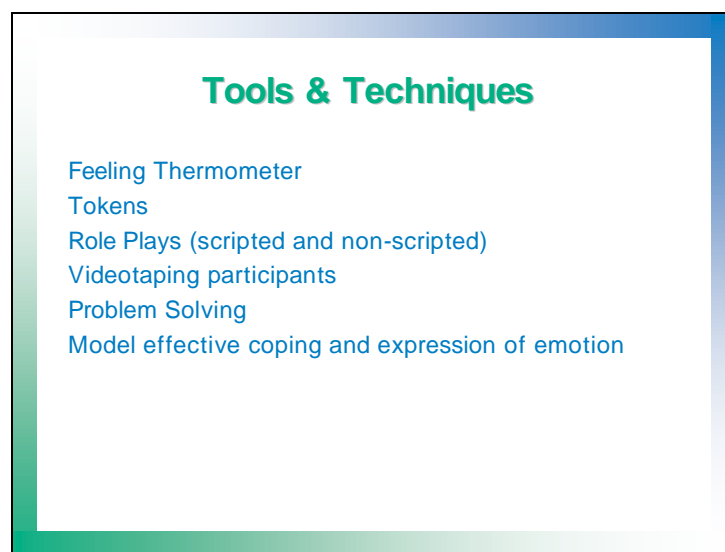
For Slide 10, “Essential Techniques and Strategies,” paraphrase or state:



Over the next few days, we will be focusing on Street Smart’s Key Characteristics, the essential techniques and strategies. These include:

- Reinforce positive behaviors
- Label feelings
- Active participation
- Learn effective coping strategies
- Create concern over unsafe behaviors
- Encourage group cohesion over appropriate norms

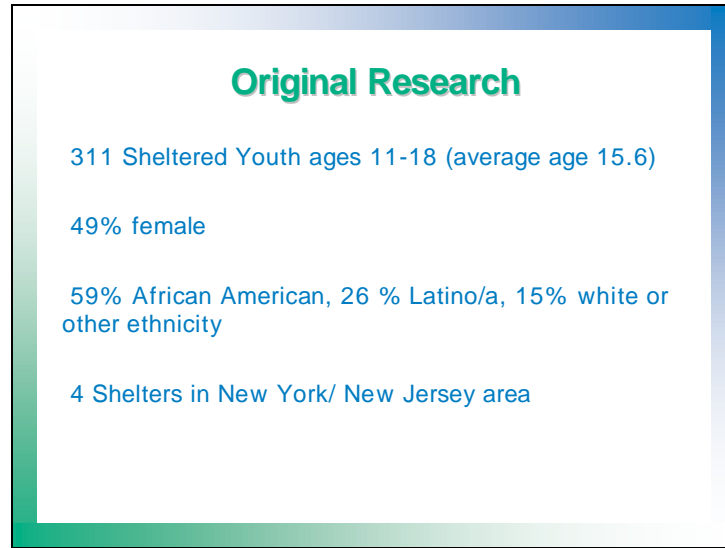
For Slide 11, “Tools & Techniques,” paraphrase or state:



The primary tools we use in Street Smart are:

- Feeling Thermometer
- Tokens
- Role Plays (scripted and non-scripted)
- Videotaping participants
- Problem Solving
- Model effective coping and expression of emotion

For Slide 12, “Original Research,” paraphrase or state:

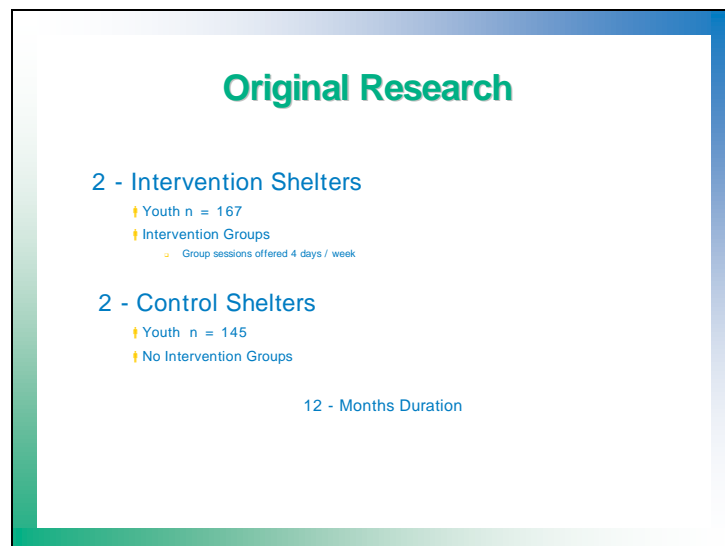


Original Research

- 311 Sheltered Youth ages 11-18 (average age 15.6)
- 49% female
- 59% African American, 26 % Latino/a, 15% white or other ethnicity
- 4 Shelters in New York/ New Jersey area

Now we will describe how the original research on the Street Smart program was carried out. The participants were 311 youth ages 11-18 (average age 15) who were living in youth shelters located in the New York City area (NYC and NJ). Approximately half were female, close to 60% were African American, 26% were Latino/a, and about 15% were white or other ethnicities.

For Slide 13, “Original Research,” paraphrase or state:



Original Research

- 2 - Intervention Shelters
 - † Youth n = 167
 - † Intervention Groups
 - Group sessions offered 4 days / week
- 2 - Control Shelters
 - † Youth n = 145
 - † No Intervention Groups

12 - Months Duration

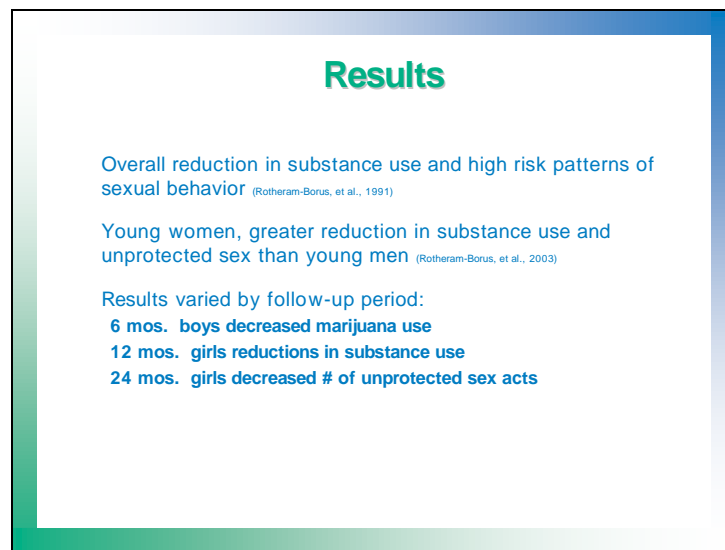
The research was conducted in four shelters. Prior to the start of providing the Street Smart intervention, all youth received a baseline interview (assessment point 0) that asked about a number of issues including sexual behavior

(protected and unprotected and number of partners) and alcohol and drug use over the past 3 months.

Then the shelters were assigned to intervention conditions. Two shelters were assigned to receive the Street Smart intervention; the other two were assigned as the control group (that means they did not receive the intervention). In the two shelters receiving the intervention, Street Smart was conducted 2- 4 days/week. This allowed youth to attend all the sessions whenever it was convenient for them. Many youth attended more than eight group sessions (they repeated sessions).

Assessments were conducted every three months up to 24 months after the beginning of the study. The assessment consisted of interviews with the youth (from all four shelters) about their sexual and substance use behavior.

For Slide 14, “Results,” paraphrase or state:



These were the results of the original research study:

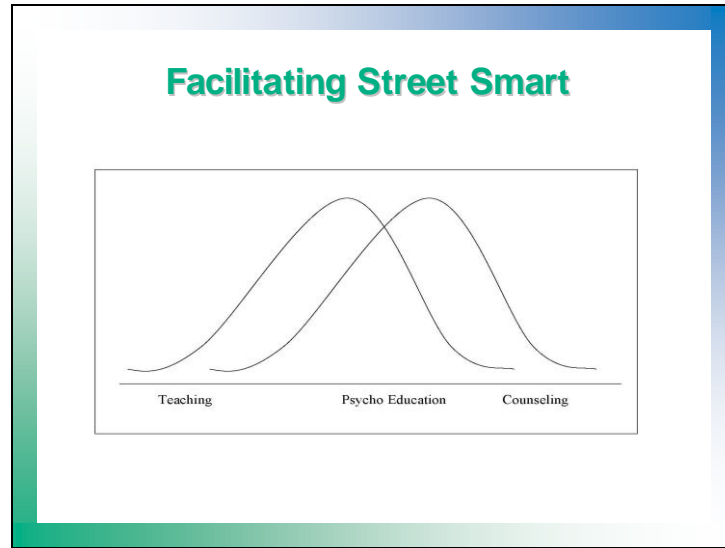
Overall, there was a reduction in substance use and in the number of unprotected sex acts among youth who attended the intervention. This effect was more pronounced for young women than for young men.

When comparing the impact of the intervention across ethnic groups, African American youth reported greater reductions in substance use than other ethnic groups.

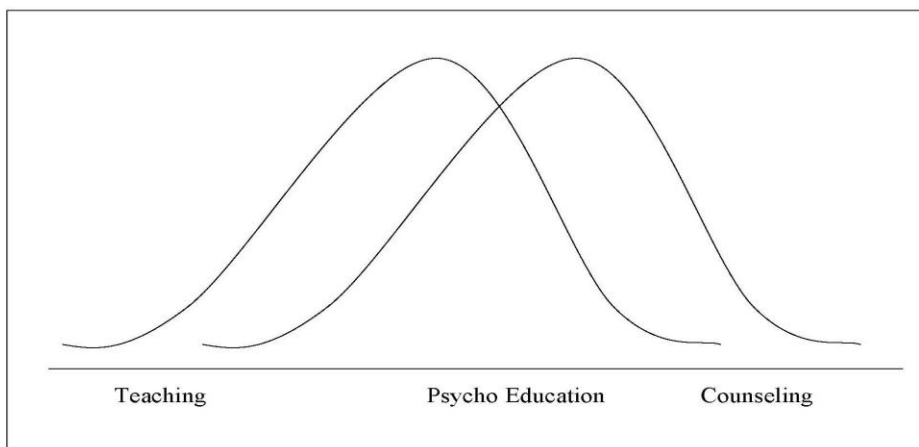
The results varied by follow-up period. As you can see from the slide, after two years a decrease in number of sexual acts was evident among girls in the intervention.

As was stated above, for this study, the 8-group session cycle was repeated several times so that youth had multiple opportunities to attend group sessions. Youth who attended 15 sessions made the most gains. This is something we will talk more about when we discuss implementation issues.

For Slide 15, “Facilitating Street Smart,” paraphrase or state:



Street Smart is a psycho-educational intervention; that is, it is delivered in a manner that is somewhat like teaching and somewhat like counseling. All of us have our own individual style based on our own experiences. Some of you may have experience teaching HIV/AIDS prevention or care or have been trained as educators, while others have a stronger counseling background. This slide depicts where Street Smart falls on the continuum between teaching and counseling; it is a psycho-educational intervention. As a facilitator it is important to find the middle ground on this continuum. Throughout the training, we will be working on helping each of you accomplish this balance.



For Slide 16, paraphrase or state:



Session 1: Getting the Language of HIV & STD 's
Session 2: Personalized Risk
Session 3: How to use Condoms
Session 4: Drugs and Alcohol
Session 5: Recognizing and Coping with Feelings
Session 6: Negotiating Effectively
Session 7: Self Talk
Session 8: Safer Sex
Session 9: Individual Session
Session 10: Trip to a Community Resource

These are the content areas of each session. We will spend the majority of the training on Sessions 1 through 8.

Session 1: Getting the Language of HIV & STDs
Session 2: Personalized Risk
Session 3: How to use Condoms
Session 4: Drugs and Alcohol
Session 5: Recognizing and Coping with Feelings
Session 6: Negotiating Effectively
Session 7: Self Talk
Session 8: Safer Sex
Session 9: Individual Session
Session 10: Trip to a Community Resource

Information on recruitment and retention for the intervention is available in your Implementation Manual. We will discuss these issues briefly on Day 4 of the training.

For Slide 17, “Q & A,” paraphrase or state:

Q & A

What questions do you have?

Now we'd like to introduce one of the primary tools used in Street Smart, the Feeling Thermometer. Like the tokens, the Feeling Thermometer will be used throughout every session of the intervention.



FEELING THERMOMETER

Introduce the Feeling Thermometer by stating:

This is a tool that is introduced at the beginning of the first session and helps youth learn to monitor and talk about their feelings. We are going to go through this activity as it is in the curriculum. Even though this is the activity for youth, we are not yet in our youth roles. So you may approach this exercise with that in mind.

Explain the Feeling Thermometer by stating:

When you look at the thermometer, you can see that it ranges from 0 to 100. Zero represents the most comfortable or relaxed you can be. You are at 0 when you're most relaxed and at ease with the least amount of intense feelings. For example, most people are at 0 when they are lying in a hammock by a beach, not thinking about anything, just enjoying the environment. One hundred represents the most discomfort or the highest intensity of a feeling. For example, if you won the lottery and are so excited that you can't stop screaming for joy, or if you are completely enraged, you are at 100.

There are a couple of things to remember about the Feeling Thermometer:

It represents the level of intensity of any feeling, “positive” (e.g., happy, excited, eager) or “negative” (e.g., angry, scared, frustrated). One hundred is the maximum. When checking in with youth about their Feeling Thermometer levels, they may sometimes say, “I am at 110.” If that occurs, facilitators should just paraphrase “ok, you’re at 100” and move on to remind youth that 100 is the most extreme level.

Finally, when you use the Feeling Thermometer, you should ask, “Where are you on the Feeling Thermometer?” not, “How are you feeling?” If you ask, “How are you feeling?” any youth who is uncomfortable or unfamiliar with labeling emotions is going to be unwilling or unable to respond, or will just respond with the standard “fine,” without really considering his or her emotions.

Ask trainees to look at the Feeling Thermometer poster while handing out the Feeling Thermometer worksheet (1-A).

Suggest to trainees that they spread out in the room and find a comfortable spot to sit.

State:

One of the things you’ll notice about Street Smart is that it is a very active intervention. Although each session is about two hours long, there is a lot of movement and activity. This structure helps the sessions move quickly and helps to ensure the youth won’t get restless.

At every appropriate opportunity, have youth move around. If they have to fill out a worksheet, encourage them to get on the floor, move out of their chairs, or spread out across the room.

Now, let’s fill out the Feeling Thermometer Worksheet. The youth also complete this activity during Session 1. Don’t worry about the feelings or bodily reactions - we will talk about those later. Let’s just focus on the situations for now.

I want you to think of a situation where you would feel at 100, the most discomfort or intensity of feelings. Then, write a word or two by the 100 on the Feeling Thermometer so you know to what situation it refers. For example, if getting fired from a job would create intense emotions for me, I’d write, “Fired from” and the name of the place. The point here is that at 100, the intensity of feeling affects your cognition and accordingly, the decisions you make and actions you take.

Wait a few minutes. Then ask for volunteers to share what they have written.

Give out tokens to volunteers.



State:

Now, think of a situation that represents the 0 end of the scale for you and write it down. It could be a bubble bath or sleeping late on the weekend—anything that makes you feel relaxed. It is important to understand that this also is not necessarily the “best” place to be all the time. Just like at 100, 0 may not be the ideal state for making certain decisions and may also affect the actions you take. As we saw in our earlier example of 0, lying in a hammock on the beach, having no intense feelings may not be the best state in which to take on a new project or overcome a challenge.

Give time to complete the form. Then ask volunteers to share.

As you can see, certain levels on the Feeling Thermometer are more appropriate for certain situations. For example, right now I am training and I’m at about a 40 on my Feeling Thermometer. If I were at 100, I would probably not be an effective trainer because I probably would be too uncomfortable and stressed out to think and speak appropriately. Similarly, if I were at a 0 and felt absolutely no anxiety or stress and did not care at all, I would also not be able to focus and adequately respond to your needs. Having feelings that are intense - even if they make us somewhat uncomfortable - is not necessarily always a bad thing. Sometimes this intensity can help motivate us to make the decisions that we want, and to make these decisions in the way we want to make them. What is important here is for youth to develop an awareness around where they are and what this means to them.



Give out tokens to volunteers.

State:

Now think of a situation when you’d be at 75 on the Feeling Thermometer and write it down. Write down a situation representing 25 on the Feeling Thermometer.

Give time to complete this step and then ask for volunteers to share their responses.

Everyone should now have four situations: one at 100, one at 75, one at 25, and one at 0. Now see if you can find a word that describes the emotions that go with each situation.

Often it is hard to think of emotion words. Here is a list that might be helpful to you.

Hand out “FEELINGS AND EMOTIONS WORD LIST.” (1-E)

State:

Once you have written down the feelings that correspond to each situation, go to the next column and ask yourself, “What is going on in my body during these situations?” For example, in some heated situations, you might feel a tightness in your throat or your mouth might become dry.

Who can give me some other examples of bodily reactions that people have during different types of high-intensity situations?



Trainer Tip! Elicit responses such as sweaty hands, fidgety fingers, neck or shoulder aches; feelings in your stomach (nausea, butterflies, in knots); feelings in your legs (weakness, twitching); facial responses (blushing, forehead sweating, jaw clenching, tears, etc.).

If trainees have a hard time coming up with these examples, ask specific questions such as: “What might you be feeling in your stomach? Your neck and shoulders? Your face? Your legs? Your hands?”

State:

Doing this helps youth link physical reactions to feelings so that they can recognize feelings better.

There are many benefits to using the Feeling Thermometer:

- It helps accomplish one of the core elements – to enhance cognitive awareness, expression and control.
- It provides youth with a safe tool to express their feelings without becoming overwhelmed.
- It models to the group that you can have and express your feelings without necessarily acting on them.
- It is a mechanism to heighten the youths’ awareness of their feelings and the link between feelings, thoughts and actions (cognitive-behavioral approach). Many youth are unaware of this link and often just react to their feelings without thought.



Trainer Tip! Emphasize to trainees the link between the Feeling Thermometer and the Social Learning Theory; e.g., by practicing awareness of emotion and its impact upon behavior, youth are more likely to be aware of the impact of their emotions on their decision-making.

Summary Points:

- 100 is an extreme level of intensity of any feeling (e.g., anger, sadness, excitement, etc.). Emphasize this point by including examples of both positive and negative feelings so youth don’t think high numbers equate to negative feelings.
- 100 is the maximum. Youth sometimes like to exaggerate the scale and say “I’m at 150.” When this happens, remind youth that the scale only goes to 100 so that all the youth are working within the same scale and so

there is a limit; if there is no maximum, then the numbers lose meaning and emphasis.

- This is a way of providing a safe tool that helps youth express their feelings without being overwhelmed by them.
- The Feeling Thermometer provides a way to label emotions before reflexively acting on them.
- The Feeling Thermometer models to the group that you don't have to just act on feelings, you can express them.
- The Feeling Thermometer helps youth link their feelings, thoughts, and actions.
- The facilitator should feel free to use this tool liberally!

As we said earlier, more information on all of Street Smart's essential tools and techniques, including the Feeling Thermometer can be found in your Implementation Manual.

10 minute break

SESSION 1: GETTING THE LANGUAGE OF HIV & STDs

TRAINERS DEMONSTRATE SESSION 1

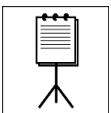
Exercise 2: What Are the Facts about HIV/AIDS and STDs?

(20 minutes)

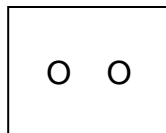
State:

We will now conduct Exercise 2 of Session 1. This activity, sometimes called the Butterfly Exercise, is designed to help youth visualize how transmission occurs and to demonstrate how *serial monogamy*, that is, having a number of short term relationships, as opposed to having several partners at once and other practices common among adolescents may not be effective at protecting against the transmission of HIV and other STDs.

Some of you may have seen this exercise before and even feel that it is dated and irrelevant to your youth. However, many youth may not have seen it, and we have found that it is a great exercise that youth participating in Street Smart respond well to.



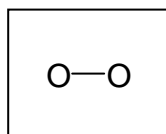
In the middle of a piece of newsprint, draw two circles:



State:

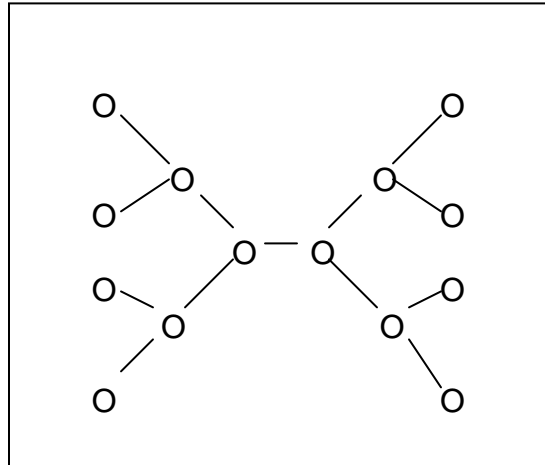
Let's say that each of these circles is an adolescent, and they have sex.

Draw a line connecting the two circles to represent them having sex.



State:

Then they each have sex with two other people. Then each of those four new partners has sex with 2 more people. Can I have two volunteers to help me make these circles?



Select two volunteers and have them draw two circles next to each of the last circles.

State:

One of you take the right side, and the other take the left side.

And each of the eight new partners has sex with two more people.

Have the volunteers draw the circles and keep on going until the page is filled out like a big butterfly.



Give tokens to the volunteers and ask them to take a seat.

State:

As you can see, every time a person has sex, he/she is not just having sex with one person. In a way, he/she is having sex with everybody that his/her partner and his/her partner's partners have had sex with. The person is having sex with everyone on this page. And he/she doesn't know whether the other people have been injecting drugs or practicing safer sex behaviors.

Again, this is one of the exercises in Session 1. This is something most of us are aware of, but for adolescents, doing an exercise like this makes it a lot clearer. Many adolescents participate in serial monogamy. One message they hear is

that if you have lots of partners simultaneously you are not ok, so they think that by having only one partner at a time they are not at risk. This drawing makes the issue clearer and easier for them to understand.

Remember, the goal is to make youth aware and knowledgeable of HIV/AIDS and STDs.

What questions do you have?

Let's play the "Let's Be Smart about AIDS and STDs" game. This game assumes that the youth already have some basic knowledge about HIV and STDs. This game provides an opportunity to add to that knowledge, but it is not AIDS 101. If you find that the youth do not have basic knowledge about HIV/AIDS, it might be necessary to have a separate workshop or add a session to go over the basics.

Use the HIV, AIDS, and STD Fact Cards. (1-B)

Divide the group into two teams. Name them Team A and Team B and have them line up facing each other.

State:

I'll give a card to someone on Team A. They will read the question on the card to the first person on Team B. The person on Team B tries to answer it. You can ask your team members for help if you want to - that's up to you. After Team B gives an answer, the person on Team A who has the card will turn it over and read the answer written on the back of the card.

Then it will be Team B's turn to read a question to someone on Team A. Each team takes turns asking a question.

Let's give tokens for good answers, good tries, and good support for each other.

What questions do you have?

Pass out the first card to the first person in line on the starting team. Have the first person in line on the opposite team answer the question.

Make sure that the question side is up.

Keep going down the line so that each person has had a chance to answer at least one question.

State:

As a reminder, you may need to update and add to the cards used in this game. As you can see from the cards, it is relatively easy to do. Prior to doing the exercise, you should pick out the most appropriate cards for the group.

Pass out “The ABCs of Smart Behavior” handout.

As you are all well aware, there are several ways to reduce the risk for HIV transmission. This handout from the CDC discusses three such approaches: abstinence, fidelity, and condom use. The approaches you emphasize will depend on your agency and the target population you serve. An additional copy of this form can be found in your Implementation Manual.



Role-plays

Exercise 3: High Risk Situations

(20 minutes)

State:

One of the main tools we use in Street Smart is the role-play. Role-playing allows youth to act out typical situations in an instructive and supportive environment. The first few role plays need to be videotaped. Videotaping and replaying the role play is an important part of the process and we will explain why later. So, we are going to try one now. May I have two volunteers?

Select two volunteers and give them the script (1-D).

Remember to give them tokens.

State:

While you two do the role-play, the rest of us will observe. We will look for what emotions you are showing and how you handle uncomfortable sexual situations.

Select observers.

State:

Observer 1, you watch the face of Rosa and observer 2, you watch the face of Ricky. Look out for what emotions they might be showing.

Observer 3, listen for emotion in the voice of Rosa and observer 4, you do the same for Ricky.

Observer 5, watch the hands of Rosa and observer 6, you watch the hands of Ricky. Body language can be a good way to figure out how someone is feeling.



Who wants to be the camera person?

Give the video camera to the volunteer camera person.

State:



Now, actors, remember we just talked about the Feeling Thermometer. Where are each of you on the Feeling Thermometer?

Get Feeling Thermometer levels for both actors.



Do the role-play.

Rosa and Ricky

Rosa: Hey, want to have sex?

Ricky: Aren't you still with Andre?

Rosa: Not anymore, not after he found out I was carrying his baby. So what do ya say? I got a place down the street that's private.

Ricky: Didn't that guy use heroin?

Rosa: So what, you can't get nothin' when you're pregnant. Me and my baby are just fine. We don't even have to use protection.

Ricky: Well...I guess so. Okay, let's go.

THE END

State:

That was great!



Encourage sharing of tokens.

Elicit feedback from the actors by stating:

Where are your Feeling Thermometers now?
What did each of you like about what you did?
What would you have done differently?

Let's go to the videotape!



Have the whole group watch the videotape.

After watching the video, state:

Observers, what did you observe?

Encourage discussion by asking the following questions:

Let me hear what you thought about what you saw.

When you give feedback, always start with what you liked.

Then say what you would do differently.

Don't say, "What you did wrong was"

For example, don't say, "Ricky you should not have done that."

Instead say, "If I was Ricky, I would have handled it differently."

Observers, what did you like about what they did?

What would you have done differently?

What was true or false about what you heard in the role-play?



Remember to give out tokens.



Trainer Tip! Make sure feedback based upon observer roles does not become a "test" (e.g., "Jake, what did you notice about the player's hands?"). Just ask for observations and move on.

State:

Thank you for your feedback.

So what do you think youth will get out of this role-play?

Summary Points

Go over the following main points by stating:

- There is a format to the role-play exercises: First, check the Feeling Thermometer of the actors. Then, assign people to observe and operate the video camera. The actors do the role-play. After they finish, check the Feeling Thermometer of both actors again. Then, listen to the observations and look at the video (which of these is done first is up to the facilitators).
- When asking for volunteers, don't specify of which sex or gender, just ask for two people. Allow boys to play girls and vice versa. It normalizes issues of gender and sexuality (transgender, homosexuality, and those who may be engaging in same sex behavior). It also offers an opportunity for youth to experience difficult situations from another gender's point of view and to role-play how they feel the other gender acts and behaves; allowing for even further self-examination of gender roles and stereotypes.
- The essential element of videotaping must remain intact. If an agency is restricted from purchasing a video camera due to funding, they should find alternative means (such as borrowing or renting one). The strength of videotaping is that it allows individuals to actually see themselves as others see them. It is important, therefore, that youth first see themselves in realistic circumstances, acting out scenes as they think most people would act. Afterwards, the youth can act out alternative ways of handling the situation. It also gives everyone an opportunity to review and consider the role play and its significance a second time. This is particularly important for the two actors who were focused on playing their role. In the Facilitator's Guide, each role-play gives facilitators a choice whether to use a video camera or not. We strongly recommend that facilitators videotape the first session; this way, it establishes taping as the norm from the beginning. Also, facilitators should remember to erase the tape at the end of the session. Youth would probably get very anxious if they see people from the last session on the tape and would probably start questioning confidentiality issues.
- Be aware that some youth will volunteer often to be in the role-play; try to make sure each group member gets to be in a role-play at least once (but don't ever force a youth to be on camera).
- Even though the youth are the ones who should be videotaping, make sure both facilitators know exactly how to work the equipment. This helps keep the pace of the group and makes everything run smoother.

- When processing the role-play, the facilitators should ask, “What did you like about what you did?” The youth will probably ask if they’re being asked to answer as an actor or as the role. They should answer for whichever they want. Either way, they are sharing information about themselves.
- Finally, when discussing role-plays, facilitators should try to avoid the tendency to prolong the discussion or over-process it. There are processing questions in the curriculum after every role-play. These are general questions intended to generate discussion. If a youth has already made one of the points raised in the processing questions, the facilitator need not ask the question.

Detailed information on role-plays--why we do them, and why we do them in the way we do--is outlined in your Implementation Manual. This includes information on why videotaping is so crucial, which may be important in securing funding and resources from funders as well as stakeholders.



RELAXATION

Check everyone's Feeling Thermometer.

State:

Now, I want everyone to get in a comfortable position.

Read the words in a slow, steady voice with an easy beat. See if you can relax yourself at the same time, stating:

Now close your eyes.

Pause.

Take a deep breath, in and out.

Pause.

Continue to take slow, deep breaths.

Pause.

As you breathe in, feel the cool air coming in.

Pause.

As you breathe out, feel the warm air going out.
Imagine the air coming in your nose and flowing down into your neck and shoulders—letting out all the tension.

Pause.

Imagine the air flowing down into your chest and your arms. Let the air go out through your fingers—taking all the tension with it.

Pause.

Imagine the air flowing down into your legs, down your feet and out of your toes—taking all the tension with it.

Pause.

Sense how relaxed your body and mind are beginning to feel.

Pause.

Now from deep inside you, I want you to imagine that there is a bright warm light right in the center of your body.

Pause.

That is your essence. That is your self.

Pause.

That self that has a dream.

That self that is the highest expression of who you could be.

Let that self float up to the surface.

Pause.

What do you want for that self?

Pause.

Let your dream for yourself come out.

Pause.

See the goal and dream that you have.

Pause.

Let your hope and dream surround you.

Pause.

Hold on to your dream.

Pause.

Hold on to your dream.

Pause.

Now when you are ready, open your eyes.

Now stretch.



Where are you on the Feeling Thermometer?

Get trainees' Feeling Thermometer levels.

Summary Points

Discuss the purpose of relaxation and Feeling Thermometer techniques with the trainees. Begin by engaging the trainees to consider why we use relaxation, by stating:

Why do you think relaxation exercises are an important part of Street Smart?

Highlight the main points about relaxation and Feeling Thermometer techniques with the trainees, by stating:

- Many youth do not know how to calm themselves down – this is true for many adults as well. The relaxation is a tool they can learn to use on their own. Though you might worry that your youth won't respond well to relaxation exercises or they are too "rowdy" for these, the fact is that youth do remember these activities and incorporate this skill as one of the many tools that Street Smart offers to assist in managing feelings, thoughts, and behaviors.
- When the facilitator is conducting the relaxation exercise they need to pay careful attention to voice tone and level. You want to make sure you are speaking loud enough to be heard. However, you want to make sure your voice is relaxing. Read the exercises in a slow, soothing, calm, quiet voice as opposed to a loud, fast voice.
- The co-facilitator should model the relaxation instructions (e.g., getting into a comfortable position, closing eyes, etc).

Demonstrate the difference in voice quality by instructing trainees to breathe in and out. First speak in a slow, soothing voice and then speak in a loud, fast voice.

Wrap up Session 1

State:

We have just finished the basic elements of Session 1. We have covered the different types of exercises and techniques (with the exception of problem solving, which we will get to on Day 3) that are used in Street Smart.

Review these main points by stating:

- Facilitators should know the exercises beforehand. This means they should understand the purpose and the goals of the entire session as well as those for each exercise. Facilitators should also be familiar with all the materials (cards, condoms, videotape, etc.) needed to implement the session.
- Notice that we had all of the newsprints written up beforehand. All materials and newsprints should be prepared ahead of time.
- If you open to the Facilitator's Guide in your Implementation Manual, you will see there is a pre-session preparations section for each session. This information will assist you in preparing for and facilitating the sessions.
- Every group session requires two facilitators, preferably one male and one female. The same pair of facilitators should run every session for the cohort group.
- Remember, use tokens liberally. This is a tool that only works if facilitators buy into it and are consistent with its use.
- Remember, use the Feeling Thermometer liberally. Remember the Social Learning Theory behind it—the more you use it, the more the youth will understand the link between feelings, thoughts and actions, and the more they'll learn how to manage their feelings.
- Make it fun!!

State:

The last thing you would do in each session is give out the Activity Books (**show Activity Book to trainees**). The Activity Book is something that youth can take home to keep and is important because it reminds them of what was discussed in the group, and helps reinforce what they learned and practiced. Youth take really well to the Activity Books and use them to share with and educate their friends, and sometimes even their family members. They help to integrate what is learned in the groups in fun ways. The youth are not required to do anything with them. Simply show them the activity that relates to the session—which is generally about two pages. If they do it, great; if they do not, it should be treated as no big deal. Copies of the Activity Book will be provided to you on a disk at the end of this training. They are in a format that allows you to modify as well as print them with ease.

As we said before, we just covered most of Session 1. After lunch, we will demonstrate Session 2. This time we will model the session following the curriculum, and treat it more like a real youth group. That way, you will get an opportunity to really see what a session looks like and get a sense of the pace and timing of the sessions.

What questions do you have about anything we have covered this morning?

(Break the group for lunch and remind them of the return time for the afternoon.)

LUNCH



Trainer Tip! During lunch, trainers should make sure that all materials and equipment are set up and that trainers know how to use the equipment as this is role-modeling for the trainees. Chairs should be set up so that they form a circle (not a semi-circle). The newsprint should be part of the circle.

Trainers should also use this time to assign partners to sessions based upon the difficulty of sessions, background with Street Smart, experience conducting other manualized interventions, and role in Street Smart implementation (facilitators, program managers, etc.) Trainers can refer to the teach-back assignment handouts, which outline the specific exercises in each session, to gauge the length and difficulty of a session. Doing this will assist trainers in making appropriate assignments.

SESSION 2: PERSONALIZED RISK

TRAINERS DEMONSTRATE SESSION 2

Set up

Session 2, “Personalizing Risk,” should be facilitated by the trainers. This session is an opportunity to lead the trainees through a typical session with few interruptions. While questions of the trainers are not discouraged, it is helpful to ask trainees to hold their questions until the end of the session when trainers call “STOP THE ACTION” and come out of their facilitator roles.

This session will introduce trainees to the basic types of exercises and essential techniques of Street Smart. Most importantly, it will demonstrate how to pace the sessions.

Materials:

SUPPLIES:

- Blank newsprint and marking pens
- Pencils
- Lottery prize
- Tokens
- Name-tags
- 3 x 5 index cards

POSTERS:

- Feeling Thermometer poster

PREPARED NEWSPRINTS:

- Ground Rules newsprint
- Goals of Street Smart newsprint
- “People, Places, Situations, Feelings” newsprint

HANDOUTS:

- Janet and Lori Script (2-A)
- People’s Actions Handout (2-B)
- Check Yourself Out Questionnaires (2-C)
- Answer Sheets for the Questionnaire (2-D)
- The Order of Sex Acts According to Safety Handout (2-E)

Exercise 1: Introductions

(10 minutes)



Trainer Tip! Trainers should facilitate Session 2 as though it were a real session. Here trainees begin to act as youth. Trainers should regard the trainees as “youth” returning for their second session. Thus, Exercise 1 (the use of tokens, Feeling Thermometer, goals, and group rules) should be treated as a review and last for no more than 5 minutes.

Before taking on the role of facilitator, the trainer should state:

Welcome back! I hope you enjoyed your lunch. Before we start Session 2, there are a couple things I want everyone to notice:

1. The arrangement of the chairs. It is very important that they are set up in a circle, not a semi-circle. The circle helps with group management as well as establishing the *feel* of the group – which should be conducive to group cohesion.
2. The facilitators will be sitting during their session. Often times, providers stand up as they do their “presentations” to youth. In Street Smart you are not presenting information; you are facilitating activities and discussions.
3. Also, notice that my co-facilitator and I are not sitting next to each other. Instead, we are sitting almost directly across from each other.

All of these will help with group management. It also sets it so it is more like a group discussion as opposed to a lecture.

We also want to describe how we will conduct this session. This morning we essentially conducted most of the exercises in Session 1. In order to model the flow and pacing of the sessions, we will conduct Session 2 in a manner that more closely follows the curriculum. That is, you will pretend you are youth and we are facilitating a Street Smart group for you. Let’s talk about what we mean when we say “behaving like youth.” The reason we act as youth is to allow our facilitator-trainees an opportunity to practice delivering Street Smart to a youth audience; additionally, it provides you with an opportunity to engage with Street Smart from a youth’s perspective (in other words, as your target population might). It’s not done to try and “trip up” facilitator-trainees or to create group management issues that overshadow the material. And while we do not want you to be complete angels (since it is not likely that you will facilitate this program with a group of

angelic youth), we also don't want it to become about making it as difficult as possible for your peers. So keep it fun.

What questions do you have about acting as youth?

As we explained before, we may have to "Stop the Action" at certain points during a session to clarify how activity should be conducted. We will also "Stop the Action" at the end of a session, which means that we are no longer modeling a session and are pausing to discuss the session and highlight key points about the exercises and facilitation techniques specific to this intervention. Please reserve your questions until this time.

Ok, remember, during this session you will be acting as youth. That means starting with the welcome and go-around, when you introduce yourself, pretend you are one of your youth and then respond to all questions and discussions as if you were this youth character. You do not need to answer as yourself, so you may make things up like your age or example scenarios.

Begin Session 2:

Because this is the second session, the introduction can be somewhat of a review and does not need to take the entire 15 minutes. It can take about 5-10 minutes depending on how many new participants are in the group. In later sessions, introductions can take as little as 5 minutes if the group has the same participants every time. Accordingly, this facilitation will demonstrate how to shorten and review the introduction.

State:

Welcome! It's good to see you in Street Smart.

As you may already know, we are trying to become more capable of keeping ourselves from getting HIV, and of leading the kind of life that we want for ourselves.

For everyone who was on time today, you get a chance to win today's lottery.

Have the lottery drawing. Each participant draws from a box and 2-3 of them will win a prize (e.g., a food coupon).

Let's go around and introduce ourselves. Tell your name and at what age you remember having your first serious relationship. Not sex necessarily, but a real love.

Just say, "I'm Sam and I was 12 years old."

I'll start. I'm _____ and I was _____ when I had my first serious relationship.

Have everyone give their name and how old they were when they had their first boyfriend or girlfriend.

Very good.



Hand out Tokens of Appreciation to everyone.

These are tokens.

Can someone remind me what these are and why we use them?

Wait for a response, hand the volunteer a token, and reiterate:

Right, so if you appreciate someone else's comment or action, please give them a token.

Review last session's activity from the activity book. If someone is new and doesn't have an activity book, give him/her one.

For all of you, what did you do in the last week to keep safer from HIV and STDs?

We are interested in even the smallest thing that you did because we want you to stay healthy.

Your comments may also help someone else in the group.

Encourage discussion.

Great.



Hand out tokens to those who contribute.

Who has a condom?

Ask them to hold up their condoms.

Great.



Hand out a special prize (\$1) to the first person who raises his/her hand and shows he/she has a condom.



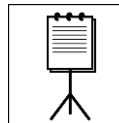
Put up "GOALS OF STREET SMART."

As we discussed last week, we are all here to learn and practice ways to stay safer. I want us to review our goals in achieving this. Let's all look at the Goals of Street Smart:

Direct the group's attention to the "GOALS OF STREET SMART" and have volunteers read each goal aloud:

1. Practice safer sex.
2. Get in touch with your feelings.
3. Get rid of thoughts that are self-defeating.
4. Take control of your life.
5. Feel confident about your ability to act safe.
6. Know where to go when you are in trouble and need help.
7. Know your own patterns of risk.
8. Make friends who can help you to stay safer.
9. Have fun while changing behaviors.

We are committed to making sure that this is a safe place to share feelings and thoughts, try out new behaviors, give feedback to each other, and to work together.



Put up "FEELING THERMOMETER POSTER." Direct the group's attention to the poster.

One of the tools we will use to achieve these goals is the Feeling Thermometer, which we discussed and used in the last session. Can someone remind us all what this is and how we use it?

Allow a participant to answer and reiterate or correct:

Right! It is a measure of intensity with 100 being the most uncomfortable and 0 being the least. Where are you right now?

Obtain the volunteer's Feeling Thermometer and ask either a few more participants or do a go-around having everyone state where they are on the Feeling Thermometer.

One thing we will do to make it a safe place is to have ground rules.



Put up “GROUND RULES” newsprint.

In our last session, we developed some ground rules that will help maintain a collaborative and cooperative environment.

Direct participants to the “Ground Rules” newsprint and ask for volunteers to say what their favorite ground rule is. They will state one or more of the following:

1. Keep confidentiality. What you say is yours - what you hear is theirs.
2. Ask questions - there are no stupid questions.
3. If you are going to be in the group, be involved.
4. Don't judge others - accept group members as you would want to be accepted.
5. Agree to come "one more time." If you think you want to quit, give it a second chance.
6. Don't come high.
7. Have fun!

What other rules would you like to add?



Encourage sharing and give out tokens. Transition into the next exercise.

Exercise 2: Exploring People's Actions

(15 minutes)

Begin Exercise 2, by stating:

Today we will continue to talk about safer sex.

Let's begin with a quick role-play.

I need two volunteers.

Select the volunteers and give them the scripts (2-A).

While you two role-play the scene, the rest of us will observe what emotions you are expressing and how you discuss safer sex.

Select volunteers and assign tasks.

Observer 1, watch the face of Janet, and observer 2, you watch the face of Lori to see what feelings they are expressing.

Observer 3, listen for emotion in the voice of Janet and observer 4, you do the same for Lori.

Observer 5, watch the hands of Janet and observer 6, you watch the hands of Lori. Body language can be a good way to figure out how someone is feeling.



Get Feeling Thermometer levels for both actors.



Trainer Tip! Make sure everyone can see. Ask trainees to sit on the floor and watch the action—this gets the group up and moving around.

Janet and Lori

Janet: He told me I was beautiful – that he wanted to make me his, and he had to do it with me right then!

Lori: So did you?

Janet: Damn right! He told me I looked so fine, he couldn't leave me without doing it – he said he'd be in pain all night just thinking of me.

Lori: Did you use protection?

Janet: Oh please. I was high. He was high. We didn't even talk about it.

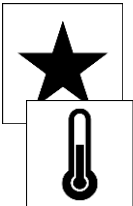
Lori: What, are you crazy?

Janet: Okay, I thought for a second of stopping and going to the store, but he just kept saying "It's okay, don't you worry, I'm clean..." He said he didn't want anything to come between us.

Lori: You're crazy.

THE END

That was great!



Give out tokens.

Get Feeling Thermometer levels for both actors.

Go over the role-play with the group using the following format:

- 1. Give out tokens to players.***
- 2. Ask each player where they are on their Feeling Thermometer.***
- 3. Ask each player what they liked about what they did.***
- 4. Ask each player one thing they would have done differently.***
- 5. Watch the video (if the role-play was videotaped).***

6. **Get feedback from observers (on eye contact, hands, emotions, body language, etc). Ask: "Observers, what feedback can we give our players?"**
7. **Ask observers: "What did you like about what they did? What one thing would you have done differently?"**
8. **Use the following questions to guide the discussion:**
 - **What did Janet get out of having unsafe sex?**
 - **What skills would have helped Janet?**
 - **What were Janet's strengths in the situation?**
 - **What do you think triggered Janet to have unsafe sex? (Being high, not having condoms readily available, being really turned on, being with someone she did not want to disappoint.)**
 - **Do you think Janet's friends or the people around her support her attempts to practice safer sex?**
9. **Thank participants for their feedback.**



Pass out "PEOPLE'S ACTIONS" handout (2-B) and go over the top part of the page:

People will continue to behave in a certain way if:

- They expect something good to come out of it.
- Something that they want does come out of it.
- Something good comes out of it often.
- Anything negative that comes out of it happens a long time after the good part.

As you can see from this sheet, there are reasons why people act as they do.

It may look to us like they are doing something which harms them, but that is not how they see it.

Facilitators' Note: If appropriate as you review the bullets, relate "people's actions" to the role-play by asking the group to revisit the role-play to identify examples from Janet's actions. Ask: "what would have helped Janet practice safer sex?"

Get ideas and then go over the bottom part of the handout.

So you can see that people are effective in practicing safer sex when:

- They know what's in their best interest.
- They have the skills to cope with tough situations.
- They have chances to learn skills and see others using them.
- They believe in themselves and their friends.
- Their community encourages safe behavior.

On the other hand, there are also many obstacles to practicing safer sex. People may find it difficult to practice safer sex when:

- They don't know what safer sex is.
- They don't know how to get out of risky situations.
- They use drugs.
- They don't know how to keep their cool.
- They are surrounded by people who don't practice safer sex or who use injection drugs.

When you are having sex, the danger doesn't seem to be there, but it is.

For example, one of the big problems is that the symptoms of HIV may occur so long after—years and years after—that night of unprotected sex. Sometimes people do not see the effects of their behavior until years later. It's the same thing with an STD; you may not have any symptoms at all but there could be consequences years into the future, like not being able to have a child.

Let's bring this a little closer to home.

Exercise 3: How Safe Am I?

(10 minutes)

State:

How safe is your behavior?

I am going to pass out a questionnaire that asks you to indicate what you do sexually.

This questionnaire is for you to keep and will not be shared.

No one is going to ask you to tell the group about your sex life.

To make it strictly confidential, record your answers on this blank sheet and don't put your name on it.

If you don't want to answer about yourself, you could also answer the questions about someone whose sex life you know really well, like a friend, or a brother or sister.

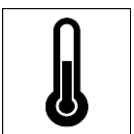
Facilitators should hand out the “CHECK YOURSELF OUT WORKSHEET,” (2-C), the “ANSWER WORKSHEET” (2-D), and pencils. Make sure that everyone uses a pencil to fill in their answers so that there is no way to distinguish the answer sheets.

Take a few minutes to answer these questions. The form is for you to keep.

What questions do you have about this exercise?

Allow five minutes to complete the questions. If participants (or trainers) aren't sure what an activity is—ask the group. Tell participants they can do this with their youth as well, as youth will most likely be more than happy to educate you.

Now I want everyone to look at the statements that you checked (said were true for you) on your worksheets.



I would like you to rank the acts or situations that you checked in the order of how uncomfortable you feel when you experience them. Just consider the three that are the most uncomfortable. Think about the Feeling Thermometer, and put these situations in order from highest to lowest temperatures.

Make sure that participants can see the Feeling Thermometer poster.

Remember, this worksheet is only for you to see. If you prefer, you don't have to write down your ranked situations—you can just think about them.

Allow a few minutes for participants to rank their situations.

Let's do one more thing with the worksheet.

I would like you to think about which situation is the most risky for you. In other words, which unsafe situation are you most likely to experience?

You don't have to tell us. Just think about it.

Allow a moment for participants to think about their most risky situation.

Thinking about your own risky situations can be stressful.

Where are people on their Feeling Thermometers right now?

Encourage participants to share how they feel. Give out tokens.

What is the best way to avoid getting HIV or an STD?

Encourage answers

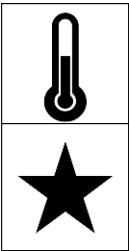
Right – either abstain from sex or never have unprotected sex and never share unclean needles.

If you are going to have sex, it is a question of which sexual acts you practice and how you protect yourself and your partner.

***Hand out “THE ORDER OF SEX ACTS ACCORDING TO SAFETY” (2-E).
Read out loud the handout to the group, or have volunteers read a section.***

This is a handout for your reference to take with you. If you have any questions, please feel free to ask me.

The main point is that you need to figure out which of your behaviors put you at risk for HIV. Then you can learn how to change those behaviors or reduce your risk.



STOP THE ACTION. Explain to participants that they are no longer acting as “youth.”

Quickly explain the exercise by stating:

As you may have noticed, this exercise can raise people's Feeling Thermometer. The tendency for most facilitators is to try to make it easy. Don't. Allow discomfort to occur. We want the youths' Feeling Thermometer to rise in reaction to unsafe behavior in which they may have engaged in the safe, controlled environment of the group. Discomfort around one's sexual risk behavior can be a motivator for change. It is important during this exercise to be very aware of youths' Feeling Thermometer level and to check Feeling Thermometers to gauge where the group and individual youth are.

Highlight points from the introductions and the role-play by stating:

Going back to the beginning of the session, there are a couple of other things I want to point out:

Exercise 1:

In the beginning of Exercise 1, I quickly reviewed all the basics which you can refer to in the Facilitator's Guide within the Implementation Manual. When you look at the curriculum, you will see that Exercise 1 is always the same. For subsequent sessions, Exercise 1 should be very short. If essentially the same youth comprise the groups for all the sessions, you only need to take about five minutes to quickly mention the basics at the beginning of each session. If there is someone new, you will need to take a little bit longer to review the basics. Use the youth to review and explain the concepts. For example, facilitators may ask youth to explain the tokens and the Feeling Thermometer. Additionally, instead of going over each of the ground rules and goals each time, facilitators may ask 2 or 3 youth to state their favorite goal or ground rule.

Lottery:

Conduct the lottery as soon as it's time to start so that youth who filter in late can see the lottery happening, which will discourage them from continuing to arrive late.

Give-a-ways (\$1, store gift cards, food coupons) can also be used to reward those who have done the exercises in the Activity Book and/or those carrying condoms.

Go-Round:

Facilitators can change the go-round; however, they must make sure they use something similar to what is discussed in that session, i.e., saying something related to the main goals of the session. Remember, the go-round acts as a psychological primer to the main point of the session. Facilitators should participate in the go-round, but be very selective in what they disclose to the

group (e.g., you may want to only disclose something neutral and/or not too revealing).

Activity Book:

Notice with the Activity Book we did a very quick check; we simply asked who had it, if anyone needed a new book, and if they had anything they wanted to say about the activity. This is different from the “homework” students get in school. Although you want to acknowledge those who did it (by giving them a token), we are not checking to see if they completed the Activity Book (or to get them in trouble if they didn’t). We also are not going over it to see if they got it “right.”

Role-play:

Remember to check the Feeling Thermometer of actors before and after the role-play.

Distribute the Janet and Lori DISCUSSION QUESTIONS from the role-play (in Session 2).

State:

In the curriculum, there is a list of suggested processing questions after each role-play. These questions are to be used as a guide. Discussion questions do not have to be specifically asked if the group spontaneously brings up the points listed. Facilitators need to be very clear on what points need to be brought out in the discussion so that they guide the discussion in that direction.



Trainer Tip! Use the examples of the processing discussion for the previous role-play to illustrate how questions are a guide.

- *What did Janet get out of having unsafe sex?*
- *Did Janet believe in her own ability to handle the situation?*
- *What skills would have helped Janet?*
- *What were Janet's strengths in the situation?*
- *What do you think triggered Janet to have unsafe sex? (Being high, not having condoms readily available, being really turned on, being with someone she did not want to disappoint.)*
- *Do you think Janet's friends or the people around her support her attempts to practice safer sex?*

State:

It is important to remember that we want to stimulate pointed discussions. It is tempting to immediately tell participants the main points of the role-play. In delivering a psycho-educational intervention, we want to elicit the main points from the youth. When youth are able to articulate the main points of the role-play, learning is increased. The use of pointed questions by facilitators will assist

youth in articulating the main points. When youth express the main points or positive norms, facilitators should repeat and highlight what youth said.

Let's look at the "People's Actions Handout."

Instead of asking youth to read each line, facilitators should summarize each point aloud while the youth follow along.

Facilitators should refer to the curriculum as much as possible to provide examples. For example, for the first concept in the People's Actions Handout, "They expect something good to come out of it," the facilitator could ask, "What did Janet expect to come out of the situation we just saw?" Rather than providing abstract examples, facilitators should use scenarios from the role-plays and previous group discussions.

Finally, watch the pace. There is a lot to cover in these sessions, so make sure the session flows along. For example, DO NOT give an example for each of the nine actions cited; only give examples for 2–3 actions.

What questions do you have before we resume the session?

Continue right into Exercise 4.

Exercise 4: What are My Triggers?

(30 minutes)



Trainer Tip! Make sure you have PEOPLE, PLACES, SITUATIONS, and FEELINGS written on a piece of newsprint. Keep it covered until you get to this exercise.

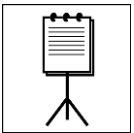
RESUME ACTION. Explain to participants that they are back in their “youth” roles.

State:

In the role-play we did at the start of the session, we identified some of the things that may have triggered Janet to have unsafe sex – being high, not having condoms readily available, being really excited, and being with someone she did not want to disappoint.

There are many triggers that influence us to have unsafe sex.

These triggers fall into four general categories:



Uncover “People, Places, Situations, Feelings” newsprint. State:

For example, if whenever I got depressed and felt lonely I went out to pick someone up for sex to make me feel better, then feeling depressed would be a trigger for me.

Elicit one example for each of the four categories. If youth do not readily come up with examples, refer back to the role-play and prompt them to give examples from the role-play. You might ask who Janet was with (a guy she really liked). “People” could also include boyfriends/girlfriends, friends, enemies, and parents. “Places” might include parks, home alone, parties, etc. You could also ask what type of situation was Janet in? An example would be a “situation” where she was with someone she really liked and didn’t want to let down. An example of “feelings” would be if Janet was depressed, angry, or lonely.

Now let’s break up into two teams.

Each team will make a list of people, places, situations, and feelings that might place people at risk for having unsafe sex.

Divide the group in half and give each team a sheet of newsprint and a marker.

Decide who will do the writing and who will be the reporter for the team.

When you are finished, the team reporter will tell us the triggers that your group listed.

You will have about five minutes to develop your list.

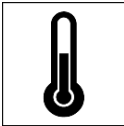
What questions do you have?

Give each team about five minutes and then bring everyone back together. Have the reporter from each team go over their list.

Okay, let's hear from the teams. Who wants to start?

Encourage discussion about the listed triggers.

If not mentioned, include the following: going out alone, going to places where you get picked up, certain kinds of parties (e.g., drug parties such as Ecstasy or Crystal Meth parties or sex parties), not having condoms, reading or watching pornography, trading sex for drugs or money, trying to impress your partner, being afraid of your partner, being high or drunk, feeling lonely, depressed, angry, etc.



Get Feeling Thermometer levels.

If I can recognize my triggers, then I can change or manage the situation before I do something I don't want to do.

Pass out a 3 x 5 card and a pencil to everyone. Make sure everyone uses a pencil so nobody can tell who wrote on what card.

I want you to think about what is the most risky situation for you.

Again, that means when you might be tempted to have unsafe sex even though you knew it was taking a big chance.

Write down the most risky situation on this card, but don't put your name on it.

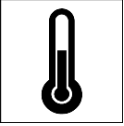
Allow 3 minutes for writing down the risky situation. Then collect the cards, divide the cards among the facilitators.

Facilitator Note: To ensure that youth don't "water down" their responses, do not warn them ahead of time that you will be reading the cards aloud. However, to protect the privacy of the youth, make

sure that you omit any identifiable information when you are reading the cards aloud.

We will read out loud what the cards say.

Read the cards aloud, omitting any identifiable information. Then discuss.



Get Feeling Thermometer levels.

What was it like to hear other individuals' triggers?

If participants do not bring it up on their own, note the commonalities among peoples' triggers.

Now we know what situations, places, people, and feelings trigger the group to engage in behaviors that place us at risk for HIV or STDs.

Knowing what your triggers are can help you plan ways to either avoid them, or to deal with them in a safer way.



STOP THE ACTION. Explain to participants that they are no longer acting as "youth."

Review the main points for Exercise 4 by stating:

- Again, encourage moving around in Exercises 3 and 4.
- Make sure when the group gets back together that there is a circle again.
- If the youth are filling out something personal, be sure that you as the facilitator are not looming over them.
- Make sure that all the youth use pencils to fill out forms like the "Check Yourself Out" worksheet so that youth cannot easily identify who wrote what—and make sure the pencils are sharpened.
- Do not read aloud anything that may identify a youth. The rationale behind these two exercises is to get youth to think about these issues and raise their sense of personal vulnerability (e.g., share about their triggers, hear about other people's triggers – thus normalizing their own triggers – in a non-threatening way). Youth do not have to reveal anything personal to the group.
- As you may have noticed, confidentiality is key to ensuring youth comfort. Make sure all personal forms are destroyed at the end of sessions to protect youth responses. If available, provide a shredder at the door so youth and/or facilitators can destroy forms at the end of each session.
- Facilitators need to watch reactions to Exercise 3. Do not try to "save" the participants by attempting to make them feel better; we want their Feeling

Thermometer to increase as they take stock of their own behavior and get a better understanding of their own risk behavior.

Review points about the pacing and flow of Street Smart sessions by stating:

Notice that during our facilitation of Session 2, the exercises were not treated as discrete, but rather as ongoing and connected activities. Much of your success in implementing Street Smart will depend on understanding the intended pacing and flow. Many facilitators express concern that the sessions are too long and they are not able to complete an entire session or not able to complete them in the specified time. However, if the sessions are run with the intended pacing and flow, they will not feel long and should fall within the allotted time.

Also, as we said before, it is not like a student-teacher dynamic. In traditional teaching, the format is that teachers will tell you what is going to be done and why (reviewing aim, rationale and process), then you do the activity, then you discuss what has just happened and why. In Street Smart, you are facilitating a process for your youth. **This process should be fluid and fast. This means that you do not need to introduce or stop between exercises. Youth do not need to know if one exercise is ending and another beginning.** You should not begin an activity with an explanation as to why you are doing the activity. It is important for facilitators not only to understand this, but to be familiar with the entire session, so they can make the session as seamless and fast-paced as possible. This also means that after an activity occurs, such as a role-play, facilitators do not need to process or discuss the activity once its point is recognized. Avoid the tendency to over-process - just as this is not a classroom, it is also not group therapy. Youth often experience over-processing as being “lectured” to or as being told what to do. Thus, they will often “check out” and stop being engaged when facilitators over process. If your youth express a need or desire to personalize or process the issues broached, you should make note of this and arrange to discuss personal matters after the session is complete.

The unique nature or style of Street Smart facilitation was designed specifically to be effective with adolescents. Understanding it will be important not only for your teach backs this week, but as you move forward and implement this intervention with your youth.

10 minute break

PREPARING FOR THE SESSIONS

State:

For the remainder of the training, we will pair you up and have you facilitate particular sections of Street Smart sessions with the rest of the group acting as youth participants. In a moment we will hand you each your session assignments.

As you will see, in the curriculum you have a script to follow. **YOU DO NOT NEED TO FOLLOW IT WORD FOR WORD.** Put it in your own words, but keep it concise. The curriculum provides a guideline for each session. You need to cover the key concepts. Some things may be hard to put into your own words or you may find that it is said in the curriculum as best as it could be said. In those cases, you can use the words in the curriculum.

First, make sure you understand the objectives of your assigned session. Read these over and make sure you understand them—feel free to ask us any questions or check for clarification if things seem unclear.

Second, you should understand the activity and what the youth are supposed to get out of the exercise (the exercise's main point or objective) and how this fits in to the bigger session picture. The order of the activities for each session is provided in the procedures section, directly following the theoretical rationale. Each number coincides with an exercise. For example, Exercise 3 (in this session) states "give out confidential questionnaire that allows the participant to take a reading on how risky their own behavior is." Now you know that in Exercise 3, you are going to give a confidential questionnaire and that the purpose of the exercise is so that youth can get a reading on their own behavior in terms of risk.

Third, facilitators need to divide the session between them ahead of time to know who will lead the group during each activity. Notice that each session is neatly divided into exercises. Facilitators should trade off leading the exercises so that each co-facilitator leads every other exercise. Because Exercise 1 is generally only a review, we usually lump Exercises 1 and 2 together. If I open the session, I will do Exercises 1 and 2, my co-facilitator will do 3, I will do 4, they will do 5, etc. You will see in the "cheat sheets" we hand out with your sessions, the exercises have already been divided for you. Notice, this doesn't mean you are asleep while your facilitator is "on." As the co-facilitator you want to be familiar with what your co-facilitator is doing in order to assist him/her (by passing out handouts, etc.) As part of your preparation, you should anticipate the transition process between facilitators and plan ways to ensure that the transition feels natural.

One way to help ensure seamless transitions is to discretely pass your co-facilitator a token to signal that he/she is now "on."

Also, there are no breaks during facilitator-trainees' teach-backs. When the session has ended we will "Stop the Action" and conduct a feedback exercise.

During this feedback exercise, we will be providing the facilitators with specific feedback related to their facilitation of the activities, as well as providing general tips and clarification as to how the activities of each session should be conducted. Each of you will also be asked to provide feedback to the facilitators, so be prepared to jot down a few notes during the facilitation to help you with this. We will distribute Peer Observation Forms to each of you before the teach-backs to assist you in providing your peers with effective feedback.

How do you manage to follow the curriculum? Different facilitators use different methods to organize themselves when implementing a session. We will discuss two possible techniques.

Show a copy of the PAPER VERSION NOTES.

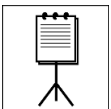
Some people choose to make a copy of the session, then they highlight the words or parts that will help them remember key points from that section. You can fold these pages in half to make it more manageable if that helps.

Show a copy of the INDEX CARDS version.

Some people use large index cards to write notes. For the purposes of this training, we will use the index cards. We really recommend this method for several reasons. First, by writing it out, it helps you learn the material. Secondly, it helps make the material your own.

Distribute blank index cards to trainees.

Using a large index card, you should write an outline – key sentences that will help you know where to go next in the discussion. For example, look at page 40 of Session 2 in your Facilitator's Guide. For this, I might simply write the following:



On Newsprint have written:

Introduction

Lottery

Go-round: Name, age, first serious relationship

Check Activity Book

Condoms

Review Tokens, Ground Rules, Goals of Street Smart, Feeling

Thermometer

State:

After you have more experience facilitating Street Smart, you will only need to write “Intro,” because it’s always the same.

For Exercise 2, I might write:



Write on NEWSPRINT.

Role-play – Janet & Lori

Check Feeling Thermometer before the role-play

Do role-play

Check Feeling Thermometer

Ask actors – what did they like about what they did?

What would they do differently?

State:

I would write the processing questions down:

What did Janet get out of unprotected sex?

Did Janet believe in her own ability to handle the situation?

What skills would have helped Janet?

And so on.

Then I might write something like:

PEOPLE’S ACTIONS handout (review top part only)

People act as they do for a reason.

What would help Janet practice safer sex?

This process may seem long. However, it really helps you to learn the material through the process of reading it and writing it in your own words. Also, once you’ve written it, you can keep using the same cards.

Until you become more familiar with the Street Smart intervention and its activities, you may find it easier to keep the manual on your lap to reference during facilitation. Ultimately, you will have to decide on the method of facilitation that you find works best.

Assign pairs and divide the sessions. Explain that some exercises will not be presented due to time constraints. Refer to the newsprint that was created during lunch with the teach-back assignments outlined.

Let trainees know they will have time to prepare and that you and the co-trainer will be walking around helping them prepare.

State:

Please do take the time to prepare. We have found that in past trainings, some people have just assumed they would be able to facilitate without preparation and had a really hard time when it was their turn to facilitate. Remember, the better prepared you are, the better you will do and the more comprehensive of a learning experience we will all have. It's very hard for us as trainers to provide quality constructive feedback if you are just winging it. This is the time to make sure you have everything you need including:

- Handouts
- Materials
- Facilitation Clarification (who is doing what)

You will also receive a handout to remind you of the process of preparing. You can use this list as a guideline to assist you in your preparation.

Finally, to assist you in your facilitation of Street Smart, we will also distribute a "GROUP FACILITATION AND MANAGEMENT" handout. This offers tips for leading sessions effectively and provides advice for troubleshooting some of the challenges you may encounter during facilitation.

All of the handouts, materials, and posters are available in this room. Let us know if you are unable to locate your specific session materials. You need to make sure you have all your materials and handouts organized and prepared in advance. It is important that you are familiar with your session materials in order to avoid disruption or confusion while you are facilitating.

Give them time to meet and prepare for session. Answer any questions.

TIPS FOR ASSISTING IN PREPARATION:

- Trainers should walk around the room, spending time with each pair of facilitator-trainees and assist them in their preparation. Remind all trainees to become familiar with all the materials they may use in the sessions. Also, review how they divided up the sessions to make sure that each trainee has ample opportunity to practice facilitating.
- Trainers should assist trainees in dividing up the facilitation of the exercises to make sure that each trainee leads an approximately equal amount of material (use the guidance provided in the Session At-A-Glance sheets). Trainers should make sure that after Exercise 2, facilitator-trainees alternate facilitating each exercise. For those sessions where

alternating exercises does not give one facilitator-trainee enough material to facilitate, trainers should help them break up longer exercises.

- Trainers should show facilitator-trainees how to use a video camera and play back equipment.

State:

Today we covered most of Sessions 1 and 2, which hopefully gave you a good sense of the key tools and techniques, as well as the pacing and flow of a Street Smart session. These skills should equip you to effectively prepare for and facilitate your teach-backs.

You all did a wonderful job today and we are really looking forward to your teach-backs. Again, we will be starting teach-backs tomorrow morning with Session 3, “How to Use Condoms.” This will be followed by Session 4, “Drugs and Alcohol.” For those of you teaching back Sessions 5 through 8, you will be given some more time at the end of the day tomorrow to prepare.

We will be around for the rest of the day to assist you in your preparation and answer any questions you might have. We also want your feedback for the day and will be handing out a daily “pros and cons” sheet. Please fill one out and put them here [designate a spot for trainees to put them]. We will go over these and discuss any other questions or concerns you think of tomorrow morning.

DAY TWO

Objectives:

- Review Day One and address any follow-up questions
- Provide facilitator-trainees with an opportunity to practice facilitating Exercises 1-5 of Sessions 3
- Provide facilitator-trainees with an opportunity to practice facilitating Exercises 1-2 and 4-7 of Session 4
- Provide facilitator-trainees with feedback on their facilitation skills
- Demonstrate effective techniques for giving feedback in Street Smart Sessions

WELCOME AND OVERVIEW OF THE DAY

Review of Day One

Welcome trainees back. Review the “DAILY TRAINING PROS & CONS” from Day 1 and quickly check any questions from yesterday’s session.

State:

Today we are going to see Sessions 3 and 4 conducted.

In a moment we will all again pretend we are youth in the group and the facilitator-trainees _____ and _____ (names of 1st pair) will conduct the session. Just to remind everyone, the reason we act as youth is to allow our facilitator-trainees an opportunity to practice delivering Street Smart to a youth audience; additionally, it provides you with an opportunity to engage Street Smart through the perspective of an adolescent participant. It’s not done to try and “trip up” facilitator-trainees or to create group management issues that overshadow the material, so keep it fun. My co-trainer and I will participate as youth, but we will also jot down notes regarding things we want to highlight about the exercise and feedback we want to give the facilitators, particularly instances where the facilitators implemented essential techniques in an exemplary manner. There may be particular points where we will “Stop the Action” to highlight these things and answer any questions. In the interest of time, however, we may cut exercises short in order to provide time for questions and feedback. Feel free to

jot down your questions, or come up and write them down on the “Parking Lot” newsprint.

Remember, during the feedback portion of this teach-back, you will each be asked to comment on the things that the facilitator-trainees did effectively and things that you might do differently. You might find it helpful to jot down notes to help you provide effective feedback.

SESSION 3: HOW TO USE CONDOMS

TRAINER INTRODUCTION TO SESSION 3

Session Overview

Trainer's Note: Before allowing facilitator-trainees to begin their teach-back, trainers should take five minutes to briefly outline the rationale and objectives of Session 3 and discuss the relevance of this session to the Core Elements of Street Smart.

State:

Although many youth will claim to know how to use a condom, most are never taught how to use a condom correctly. In Session 3, youth are engaged in several activities designed to help them become more comfortable talking about and using condoms. First, youth are encouraged to play with condoms to reduce the discomfort many feel with them. They are also taught how to properly use both the male and female condom. Facilitators will demonstrate how to put on condoms correctly and conduct games to increase familiarity with the correct order of steps in condom application. If there are no questions, we'll turn things over to our two facilitator-trainees.

Set up

Materials:

SUPPLIES:

- Sufficient condoms. Approximately 70-90 male and 30-45 female. (Facilitator-trainees will need enough condoms to distribute liberally to the group. There should be a wide variety of flavors, colors, etc. There should be 2-3 female condoms and 3-4 male condoms per participant. Also, make sure you have sufficient lubricant for both male and female condoms.)
- One Lambskin condom (demo only)
- Tissues, wastepaper basket, etc.
- Sufficient male and female anatomy models
- Can of WD-40
- Pencils
- Lottery prize
- Tokens

POSTERS:

- Feeling Thermometer poster

PREPARED NEWSPRINTS:

- Ground Rules newsprint
- Goals of Street Smart newsprint

HANDOUTS:

- Using a Male Condom (3-B)
- Female Anatomy Diagram (3-C)
- Using a Female Condom (3-E)
- Benefits of the Female Condom (3-F)

Facilitator-trainees will facilitate the following:

Exercise 1: Introductions

Exercise 2: Getting the Feel of Condoms

Exercise 3: The Steps in Putting on Male Condoms

Exercise 4: The Steps in Putting on Female Condoms

Exercise 5: Practicing Putting on Male and Female Condoms

Trainer's Note: Remind facilitator-trainees to look through both (female and male) sets of condom use cards and make sure they are complete prior to starting the session. Trainers should make sure they are familiar with the proper steps to using a female condom. Also, because this is the third session, participants should be familiar with the introduction activities so facilitator-trainees should spend no longer than 10 minutes on Exercise 1.

TRAINEES FACILITATE SESSION 3

Exercise 1: Introductions

(10 minutes)

Activities:

1. Conduct the lottery.
2. Go around: have participants introduce themselves.
3. Review tokens and their use.
4. Review activity books.
5. Ask what anyone did to keep themselves safer in the last week.
6. Check to see who has condoms.
7. Review the Goals of Street Smart.

8. Review the Feeling Thermometer.

9. Review the Ground Rules.

Notes and Specific Areas of Observation:

- How long did facilitator-trainees spend on the introduction? By the third session, the introduction section should be a review and should take no longer than 10 minutes. Note whether facilitator-trainees were able to explain and review the concepts accurately, and to do so without taking up too much time.
- Did facilitator-trainees have participants explain the important concepts (e.g., the Feeling Thermometer) where possible and when appropriate? It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program.

Exercise 2: Getting the Feel of Condoms

(15 minutes)

Activities:

1. Distribute condoms to participants and instruct them to get comfortable with them by doing wild and wacky things with them.
2. Model doing different things with the condoms for participants to emulate.
3. Pass around a Lambskin condom to the group. Emphasize that lambskin condoms are NOT effective in preventing the transmission of HIV.

Notes and Specific Areas of Observation:

- Were facilitator-trainees playful, doing fun and surprising things with the condoms and encouraging participants to play with the condoms in non-traditional ways? The more comfort the facilitator shows with the condoms, the more comfortable the participants will be.
- Were facilitator-trainees able to allow participants enough time and leeway to play or did they try to “manage” them too much?

Exercise 3: The Steps in Putting on Male Condoms

(10 minutes)

Activities:

1. Conduct male condom card activity (3-A).
2. Hand out “Using a Male Condom” (3-B) and briefly review.

Notes and Specific Areas of Observation:

- Did facilitator-trainees allow the participants to do the card activity on their own?
- Did facilitator-trainees briefly review the steps in putting on a condom after the activity was over?
- Did facilitator-trainees indicate that “partial loss of erection” can go anywhere in the line-up?

Exercise 4: The Steps in Putting on Female Condoms

(15 minutes)

Activities:

1. Introduce and explain the female pelvic model.
2. Hand out the “Female Anatomy Diagram” (3-C)
3. Demonstrate how to use female condoms using the pelvic model.
4. Conduct female condom card activity. (3-D)
5. Hand out “Using a Female Condom” (3-E) and briefly review.

Notes and Specific Areas of Observation:

- Were facilitator-trainees familiar with the different parts of the female anatomy and able to explain them to participants?
- Did facilitator-trainees review the benefits of using female condoms?
- Did facilitator-trainees accurately demonstrate proper use of the female condom?

Exercise 5: Practicing Putting on Male and Female Condoms

(40 minutes)

Activities:

1. Demonstrate how to use a male condom using a penile model.
2. Assign partners and have them practice putting male condoms on a penile model.
3. Have partners practice putting on a male condom in the dark, by turning the lights off.
4. Have partners practice putting on female condoms using the female pelvic model.
5. Distribute “Benefits of Female Condoms” handout (3-F).
6. Conduct “Barbara and Martha” unscripted role-play.
Note: The point of this role play is to highlight the benefits of female condoms.

Notes and Specific Areas of Observation:

- Did facilitator-trainee demonstrate how to correctly put on male and female condom in a non-sexualized manner (e.g., not placing the penile or pelvic model anywhere near his or her genital area)? This should be avoided as it could negatively impact those who have experienced sexual abuse.
- Did the co-facilitator (the one not leading the current exercise) observe the participants and demonstrate attentiveness to anyone who is particularly uncomfortable? Because this session is about sexuality, the facilitator should be aware of youth’s reaction and accordingly observe those youth that may need special attention.
- Did facilitator-trainees remain non-judgmental about any sexual comments or experiences shared during this session?
- Did facilitator-trainees remind participants to NOT use male and female condoms at the same time?



Trainer Tip! *If time allows, conduct the following additional activity to model for participants an effective way to help youth understand how oil-based lubricants break down latex.*

Ask a volunteer to blow up a latex condom as much as possible, then tie off the end so it is like a balloon. Ask the volunteer to hold the condom balloon up, making sure it is pointing away from his or her face. Show participants a spray can of WD-40 – an oil based lubricant used for oiling hinges- and explain that it contains the same oil one might find in any oil-based lubricant – be it Vaseline, cooking oil, or a product purchased from a pharmacy. Explain that oil breaks down latex and that this is why it should never be used in conjunction with latex condoms. Then spray the condom with the WD-40 which will cause the condom to break and pop.



STOP THE ACTION. *Explain to participants that they are no longer acting as “youth.”*

PROVIDING FEEDBACK

After facilitator-trainees have conducted the session, provide feedback (remember to use the “Notes and Specific Areas of Observation” and “Follow Up Key Points” to assist you in forming your constructive feedback).

Note: When providing feedback, trainees often use language that conveys judgment. (E.g., “you did this wrong.”) Trainers should stress that trainees instead note “you could have done this *differently*.” This is consistent with the non-judgmental format of the Street Smart intervention.

Use the following format as a guide when providing feedback:

1. Ask each of the facilitator-trainees’ one thing they liked about what they did and one thing they might do differently (if they were to do it again).
2. Do a go-round: have each trainee state one thing they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently.
3. Trainers give feedback as to what they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see

done differently. Use this as an opportunity to teach and make certain points in regards to facilitating the Street Smart session.

4. Trainers provide additional tips on how to conduct the session effectively. Use the Follow Up Key Points (see below) to guide your discussion.

SESSION 3 FEEDBACK

FOLLOW UP KEY POINTS

State:

We want to cover some key points about some of the activities and this session in general.

Points about the introduction:

- By the third session, the introduction section should be a review and therefore should take no longer than 10 minutes. While it is important to explain and review the concepts accurately, it is equally as important that you don't take up too much time while doing so.
- It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program. For example, if there is a new member to the group, facilitators should ask one of the youth to explain the purpose of tokens and the Feeling Thermometer. This will help engage the youth and keep the intervention interactive, rather than feeling too much like formal instruction in a classroom.

Points about "Getting the Feel of Condoms:"

- Youth often feel uncomfortable touching condoms. This activity is meant to reduce that discomfort.
- It is very important for facilitators to model extreme comfort and familiarity with condoms by doing playful and "wacky" things with them such as making balloons, tying them to your ears, putting your hand in one, etc. This will really set the tone and comfort level for your youth.
- It is important that you allow the youth the time and space to have fun. Often, a facilitator can become uncomfortable with the youth's "playing;" this could negatively affect the goal of the exercise.
- Facilitators should clean up the condoms and condom packages before proceeding to the next exercise as these might be a distraction to youth as you continue the session.

Points about the condom card activity:

- After completing the activity, facilitators should briefly review the steps in putting on a condom. It is important to clarify the proper ordering for putting on a condom.
- It should also be noted that the “partial loss of erection” can go anywhere in the line-up as this can happen at any point during any sexual encounter.
- Facilitators should allow youth to conduct this activity on their own and correct errors afterwards.

Points about the male and female condom demonstration:

- Male facilitators in particular should be sensitive to the manner in which they demonstrate putting on the condoms. It is advisable to keep the male penile model away from their body (i.e., not near their genital area) as this may appear too sexualized; we are particularly concerned about youth who have histories of sexual abuse.
- Facilitators must be thoroughly familiar and comfortable with demonstrating and putting on both male and female condoms. Facilitators must also know female anatomy as youth typically ask questions about the model. A diagram that labels female anatomy often comes with most purchased female pelvic models, but one can also be found at the end of Session 3 of your Street Smart Facilitator’s Guide which is located in your Implementation Manual.
- At your session, it is important to have a few male penile models and female models (if possible) as it keeps the pace moving and youth can practice simultaneously. If enough penile models are not available, vegetables or fruits (e.g., zucchini, banana) can be used instead of the penile model.
- Remember, it is important to remind participants to not use male and female condoms at the same time during sex. This is an example of an opportunity to engage your youth. Ask them: “why can’t you use male and female condoms together?” Emphasize that using two condoms can cause friction that can lead one of the condoms to tear.

Points about “Barbara and Martha” unscripted role-play:

- This role-play follows a demonstration, practice, and discussion of the female condom, and is intended to further highlight its benefits and address potential fears and reservations an individual may have about its use.
- As with all unscripted role-plays, it is very important that facilitators make sure that the two actors playing the roles are very clear on what the main goal of the role-play is. They should each be clear on his/her specific goal and perspective, as well as on the overall goal of the role-

play. Facilitators may want to choose youth that they feel would be better at comprehending this especially for the first few unscripted role-plays. This will set a good precedent for future unscripted role-plays.

Overall session points:

- Because this is a session about sexuality, the facilitator should be aware of youth's reaction. This is a good time for the co-facilitator (the one not leading the current exercise) to observe the participants, being aware of and noting anyone who is particularly uncomfortable. Co-facilitators should also be on top of distributing hand outs, materials, and supplies.
- It is common for youth to laugh and become seemingly less manageable during this session. This excess "energy" may be due to discomfort over the subject. Laughing can be a very normal response to embarrassment and can assist in its release. To some degree, this should be allowed. It may seem chaotic to a facilitator, but with strong familiarity with the tools of Street Smart, it can be "controlled chaos." If group management becomes too much of an issue during the session, a quick go-round requesting Feeling Thermometer levels (without analyzing or asking for a feeling word) can aid in bringing focus back to the session. Using the Feeling Thermometer in this session also helps youth gain awareness of how the material raises their thermometer.
- Facilitators should be sure not to convey any judgment about sexual experiences youth might discuss during this session or if youth share something that does not promote safer sex behaviors. Facilitators should be sure to give them a token and thank them for sharing. If facilitators do not give tokens for sharing, it may send a message to youth that certain information is not welcomed; this may affect trust between the facilitators and the group. This is an important point to remember for all sessions throughout Street Smart, given that many of the materials and activities are likely to elicit comments and opinions that do not promote safer sex behaviors.

General points:

- Because this is the first teach-back, I'd like to spend a little time discussing teamwork between the facilitators. While you trade off between leading session, both facilitators should still be actively involved in each activity. If one person is facilitating, the other should be actively involved by handing out tokens, distributing handouts, writing things on newsprint, etc.
- I'd also like to highlight a few things about the tone of the intervention. **Street Smart should be delivered in a non-judgmental manner.** Effective ways to model this structure from Exercise 3 include:

- While participants practice putting on condoms, facilitators should assist and answer questions as needed
- Facilitators should be responsive to any participant discomfort and able to engage in discussions with you regarding condom use
- Facilitators should respond to participants' inquiries and comments in a non-judgmental, clear, and concise manner.

Discussion of Activities Not Covered in the TOF:

- In the interest of providing sufficient time for trainers to provide feedback and session tips, facilitators leading Session 3 did not conduct Exercise 6, "Selecting Condoms." In this exercise, youth are asked to look at a variety of condoms and evaluate them based upon various features using the Condom Rating Sheet (3-F). This activity and the accompanying discussion offer an opportunity to combat myths and clarify misconceptions regarding condom use.

Wrap up the morning, by stating:

We have just seen a demonstration of Session 3 of Street Smart. We will now take an hour for lunch. We will meet back here at (*state appropriate time*), at which point we will see Session 4 demonstrated, then give feedback and wrap up the day.

LUNCH

SESSION 4: DRUGS AND ALCOHOL

TRAINER INTRODUCTION TO SESSION 4

Session Overview

Trainer's Note: Before allowing facilitator-trainees to begin their teach-back, trainers should take five minutes to briefly outline the rationale and objectives of Session 4 and discuss the relevance of this session to the Core Elements of Street Smart.

State:

Welcome back. In a few minutes our next pair of facilitator-trainees will be presenting Session 4: Drugs and Alcohol. Before we start, I want to give you some brief background about the session, its activities, and its role in the intervention.

Substance use can play a large role in influencing decisions to engage in risky behaviors. Drugs and alcohol can increase an individual's HIV risk, either through direct transmission from needle-sharing or indirectly by impairing judgment and decision-making. In Session 4, youth are engaged in several activities that are designed to help them understand the link between substance use and HIV and develop strategies to deal with triggers and cravings for drugs and alcohol. This includes role-plays that help to show how substance use can affect HIV risk and practicing safer sex, an exercise to explain triggers for substance use, and demonstration of techniques to get back in control of cravings. What questions do you have before we begin this session?

Set up

Facilitator-trainees will facilitate the following:

Exercise 1: Introductions

Exercise 2: How Do Drugs and Alcohol Affect Practicing Safer Sex?

Exercise 4: What Are the Pros and Cons of Substance Use?

Exercise 5: How Do Drugs and Alcohol Affect me Personally?
(Carl & Jerry role-play only)

Exercise 6: How Does Substance Use Work?

Exercise 7: How to Get Back in Control Again (up to p. 126, before directions to "pass out a big rubber band.")

Materials:

SUPPLIES:

- Blank newsprint and marking pens
- Pencils
- Lottery prize
- Tokens

POSTERS:

- Feeling Thermometer poster
- Triggers poster

PREPARED NEWSPRINTS:

- Ground Rules newsprint
- Goals of Street Smart newsprint
- The Pros and Cons of Substance Use newsprint

HANDOUTS:

- Sophia and Richard (4-A)
- Carl and Jerry (4-D)
- Do Drugs and Alcohol Encourage Me to Take Risks? (4-E)
- Trigger Questionnaire (4-F)

TRAINEES FACILITATE SESSION 4

Exercise 1: Introductions

(10 minutes)

Activities:

1. Conduct the lottery.
2. Go around: have participants introduce themselves.
3. Review tokens and their use.
4. Review activity books.
5. Ask what anyone did to keep themselves safer in the last week.
6. Check to see who has condoms.
7. Review the Goals of Street Smart.
8. Review the Feeling Thermometer.
9. Review the Ground Rules.

Notes and Specific Areas of Observation:

- How long did facilitator-trainees spend on the introduction? By the fourth session, the introduction section should be a review and should take no longer than 10 minutes. Note whether facilitator-trainees were able to explain and review the concepts accurately, and to do so without taking up too much time.
- Did facilitator-trainees have participants explain the important concepts (e.g., the Feeling Thermometer) where possible and when appropriate? It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program.

Exercise 2: How do Drugs and Alcohol Affect Practicing Safer Sex?

(10 minutes)

Activities:

1. Facilitate discussion around how drugs and alcohol affect a person's sexual decision-making.
2. Conduct "Sophia and Richard" role-play (4-A).
Note: The main point is that drugs and alcohol can have a powerful influence on your thinking and the choices that you make.

Notes and Specific Areas of Observation:

- Did facilitator-trainees guide the participants in the role-play processing so that the participants reached or stated the main point?
- Did facilitator-trainees follow the order of the process for the role-play?
- Was the timing of the role-play processing appropriate?

Exercise 4: What are the Pros and Cons of Substance Use?

(20 Minutes)

Activities:

1. Facilitate a group brainstorm on the pros and cons of substance use. Responses should be collected on newsprint (see example below). Two newsprints should be used to capture participants' contributions so they have plenty of room. Facilitator-trainees can keep participants involved by having one or two volunteers record answers.

The Pros and Cons of Using

	Pros	Cons
Using	Feel great Less shy More confident More sex Relaxed More friends Fit in with crowd Fun Takes mind off things Lose weight	Body takes a beating Big debt Relationships suffer Can't have sex Can't remember No self-esteem O.D. Infections Ashamed Could get fired Loss of control Stopped eating Sleep all day Shakes

	Pros	Cons
Not Using	Keep your sanity Get along better with partner Save money Feel better Think Clearly Less jealous No hangovers No withdrawal Sleep better Self-respect	I'll be lonely Can't fall asleep Will still be too shy Losing friends Have to face things No fun Bars won't be fun Nervous I'll withdraw Be called a wimp

Notes and Specific Areas of Observation:

- Did facilitator-trainees have “Pros and Cons” charts set up in advance?
- Were all responses captured non-judgmentally, regardless of facilitator-trainees’ personal beliefs?
- Did facilitator-trainees finish this exercise and transition to the next activity in an effective manner (e.g., without trying to “convince” the youth of what behaviors they should choose to do)?

Exercise 5: How Do Drugs and Alcohol Affect Me Personally?

(20 Minutes)

Activities:

1. Conduct “Carl and Jerry” role play (4-D).
Note: The main point of this role play is that Carl did some things he would not normally do because he was under the influence of drugs. The role play also serves as a primer to the next activity.
2. Pass out and review “Do Drugs and Alcohol Encourage Me to Take Risks?” (4-E)
Note: This activity is a follow-up to the Carl and Jerry role play in that it further emphasizes the point that substances can influence the choices that we make.

Notes and Specific Areas of Observation:

- Did facilitator-trainees treat the “Carl and Jerry” role-play and the “Do Drugs and Alcohol Encourage Me to Take Risks?” as one seamless activity which emphasized the same main point?
- Did facilitator-trainees avoid spending too much time discussing or processing the handouts? These exercises are designed to lay out all the options for youth and then allow them to draw their own conclusions.

Exercise 6: How Does Substance Use Work?

(10 Minutes)

Activities:

1. Explain how substance use affects your body and how your brain is wired to “trigger” thoughts of using substances.
2. Use the “TRIGGERS” poster to introduce and explain the trigger cycle.

Notes and Specific Areas of Observation:

- Did facilitator-trainees explain the concept of the trigger cycle effectively?
- Did facilitator-trainees offer examples of each step of the trigger cycle (for use in explaining the triggers poster)?

Exercise 7: How to Get Back in Control Again

(10 minutes)

Activities:

1. Pass out “Trigger Questionnaire” (4-F) and guide participants through filling it out.

Notes and Specific Areas of Observation:

- Did facilitator-trainees make the link between understanding triggers and the trigger cycle and the importance of using this understanding to discover personal triggers in order to better manage them? The “Trigger Questionnaire” should be used to emphasize this process.
- Did facilitator-trainees make sure participants spread out when filling out this form?
- Observe whether this activity moved quickly as it does not require much group discussion or processing.



STOP THE ACTION. Explain to participants that they are no longer acting as “youth.”

PROVIDING FEEDBACK

After facilitator-trainees have conducted the session, provide feedback (remember to use the “Notes and Specific Areas of Observation” and “Follow Up Key Points” to assist you in forming your feedback).

Note: When providing feedback, trainees often use language that conveys judgment (e.g., “you did this wrong.”). Trainers should stress that trainees instead note “you could have done this *differently*.” This is consistent with the non-judgmental format of the Street Smart intervention.

Use the following format as a guide when providing feedback:

1. Ask each of the facilitator-trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).

2. Do a go-round: Have each trainee state one thing they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently.
3. Trainers give feedback as to what they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently. Use this as an opportunity to teach and make certain points in regards to facilitating the Street Smart session.
4. Trainers provide additional tips on how to conduct the session effectively. Use the Follow Up Key Points (see below) to guide your discussion.

SESSION 4 FEEDBACK

FOLLOW UP KEY POINTS

State:

We want to cover some key points about some of the activities and this session in general.

Points about the introduction:

- By the fourth session, the introduction section should be a review and therefore should take no longer than 10 minutes. While it is important to explain and review the concepts accurately, it is equally as important that you don't take up too much time while doing so.
- It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program. For example, facilitators should ask their youth to explain the purpose of tokens and the Feeling Thermometer. This will help engage the youth and keep the sessions interactive; in addition, it will help youth integrate and be more receptive to the important concepts, tools and messages in the Street Smart program.

Points about the role play and processing:

- Facilitators should be sure not to tell youth the main point of a role-play. Instead, they should guide the youth in the role-play processing so that the youth reach or state the main point.
- Facilitators should be sure to follow the order of the process for the role-plays: First, check the Feeling Thermometer of the actors. Then, assign people to observe and operate the video camera. The actors do the role-play. After they finish, check the Feeling Thermometer of

both actors again. Then, listen to the observations and look at the video (which of these is done first is up to the facilitators).

- Facilitators should be cognizant of their pacing during the role plays. They should avoid spending too much time processing the role play. As soon as the main point is reached, facilitators should move on.

Points about the Pros and Cons of Using activity:

- Facilitators should have all charts and newsprints set up in advance. This includes the “Pros and Cons” charts. This is particularly important for Street Smart, which is very fast paced and where stopping to write out the chart would be disruptive.
- When conducting the brainstorm, facilitators should be aware of the time allotted for the exercise. While you want to include all comments made by youth, you also have to be aware of time allotted for the activity. Once the list seems full, the facilitator should move to the next category.
- Facilitators should be careful to avoid any language that may indicate judgment during this activity, regardless of facilitator-trainees’ personal beliefs. Many new facilitators feel compelled to compare the lists and to point out that the pro lists of not using and/or the con list of using is longer. This should be avoided. Instead, facilitators should ask the youth what they notice; the youth themselves will often state that the pro list of not using and/or the con list of using is longer. Facilitators can respond using reflective listening (e.g., “so you are saying this list is longer”) and then move on to the next activity. The facilitators should not share any personal observations regarding the lists. They should resist processing or attempting to sway youth’s opinions either way. Youth are so used to being told what to think, particularly when it comes to issues such as sex and substance use. Street Smart does not tell youth what to think; rather, it draws out youth-generated options, teaches the tools used in processing, communication and negotiation, and challenges them to make their own decisions.
- This technique of looking at both pros and cons of doing versus not doing something is what we call **decisional balancing**. There are often times in our lives that we may be conflicted or ambivalent about something we are doing. The truth is, there are generally both pros and cons to all our behaviors. This is a way to help a person better understand the conflict and look at the entire picture.
- A lot of times, when someone is trying to convince you to do something they only point out one side. But what happens when they do that? Let’s use the example of a significant other. Let’s pretend you are conflicted about whether you should be with that person or not. He or she has some definite good and bad qualities. Sometimes you want to be with the person, and sometimes you don’t. If your friend says,

“don’t be with that person, that person’s a jerk,” you start defending what is nice about the person. If, on the other hand, your friend says, “stay with the person,” you start sharing what is wrong with him or her. If someone is undecided about something, and you argue for one side of the issue, that person will defend the other position; if, conversely, you argue towards the other side, he or she will defend the opposing side. This technique avoids that. The facilitator merely lays out all the information and allows the youth to process it.

Points about “How Do Drugs and Alcohol Affect Me Personally?” (Carl and Jerry role-play and Do Drugs and Alcohol Encourage Me to Take Risks?):

- The Carl and Jerry role-play and the “Do Drugs and Alcohol Encourage Me to Take Risks?” should be treated as one seamless activity that emphasizes the same main point: That substances can encourage you to do things that you would not normally do.
- The handout is intended as a follow-up to the role-play, which further emphasizes the point that substances can influence the choices we make. Because it is intended to reiterate this point, facilitators should avoid over-processing the handouts. These exercises are designed to lay out all the options for youth and then let them draw their own conclusions.

Points about “How Does Substance Use Work?” (Explanation of how substance use affects your body and “trigger” thoughts):

- This is one of the more *teaching* and information-based exercises in the curriculum. It is recommended that facilitators put the script in their own words and attempt to make it as interactive as possible. Facilitators are encouraged to be somewhat creative in making this exercise relevant and interesting for their participants. Facilitators can make this exercise interactive by turning some of the statements into questions. That is, having youth explain specific concepts whenever possible. Also, they might think of examples or fictional scenarios that illustrate *how substance use works* that are more relevant to their target population.

Points about “How to Get Back in Control Again” (Trigger Questionnaire):

- This activity follows the previous one because once you have an idea of what triggers are and how they work, it is important then for youth to begin the process of identifying their own personal triggers. This activity helps them to do that. Accordingly, facilitators need to make the link between understanding triggers and the trigger cycle and the importance of using this understanding to discover personal triggers in

order to better manage them. The “Trigger Questionnaire” should be used to emphasize this process.

- Again, like most other handouts, the activity associated with the “Trigger Questionnaire” should move quickly as it does not require much group discussion or processing.
- As with other forms requiring some level of personal information, facilitators need to make sure participants spread out when filling out the questionnaire and make sure to tell youth not to write their name on the form.

Points about the facilitation of this session:

- Facilitators should be particularly mindful to avoid judgmental language or tones as they conduct this session. This can be harder than it sounds, so plan ahead and be sure to remain as impartial as possible as you move through the activities.
- Facilitators are encouraged to tailor the discussion of drug and alcohol use to incorporate specific drugs that the target population might be using (e.g., crystal meth).
- This session brings up many feelings for youth and may even trigger participants. Facilitators should use the Feeling Thermometer liberally and use these opportunities to allow participants to see how their Feeling Thermometers are affected by just thinking about drugs and alcohol.

General points:

State:

- First, as you may have noticed, there are points in the curriculum that offer you choices in the facilitation of a session. Sometimes, these choices allow you to select the exercise that will be most relevant to your participants. Other times, these choices allow you to select between role-plays or determine whether you want to do one or two role-plays, depending on the needs of your group and the pace of the sessions.
- Next, I want to talk about the issue of gender and sex in role-plays. Role-playing sexual or romantic interactions between same-sex couples may be received with strong resistance. Sometimes facilitators are uncomfortable with same-sex role-plays and they unknowingly project this discomfort onto youth. Other times, facilitators may believe that same-sex role-plays are not relevant for their youth population. Facilitators should never change same-sex role-plays to depict opposite-sex issues and risk behaviors for a number of reasons:

- Many youth are engaging in same-sex sexual behaviors. It's highly unlikely that these role-plays are irrelevant for any youth population.
- Studies show that youth that identify as gay and lesbian may be up to five times more likely than the general youth population to attempt suicide because of the stigmatization of homosexuality. Normalizing same-sex behavior can help to reduce the negative effects of this stigma.
- Role-playing sexual situations between same-sex partners helps to de-stigmatize homosexuality and allows youth to explore and discuss types of risk in a safe environment.

If youth refuse to do the same-sex role-plays, there are a number of ways you can adapt the role-plays that still preserve the issues that come up in the original role-play:

- Instead of youth playing the part of someone who has engaged in same-sex behavior, the actors could talk about other youth engaging in same-sex behavior.
 - In a same-sex role play, the actors can be youth of the opposite sex (e.g., a male and a female, or two females, can play the parts of two males).
- Finally, I want to talk a bit about how consent laws influence decisions about sexual activity.

Some role-plays and other parts of the intervention depict scenarios wherein sex and substance use are paired. It may be helpful to acquire information about laws in your respective states that govern sexual consent in these situations. For example, in some regions, a person is deemed incapable of consent when he or she is:

- (a) less than seventeen years old; or
- (b) mentally disabled; or
- (c) mentally incapacitated; or
- (d) physically helpless.

“Mentally incapacitated” means that a person is rendered temporarily incapable of appraising or controlling his/her conduct owing to the influence of a narcotic or intoxicating substance.

You may wish to inform participants of consent laws in your region at some point during the session to allow participants to consider how drugs and alcohol may also pose potential legal issues.

Discussion of Activities Not Covered in the TOF:

State:

- In the interest of providing sufficient time for trainers to provide feedback and session tips, we did not have our facilitator-trainees conduct Exercise 3. This exercise is called “What Do I Believe about Using Drugs and Alcohol” and is offered as an alternative to Exercise 4, which is called “What are the Pros and Cons of Substance Abuse?” Like Exercise 4, Exercise 3 encourages youth to understand how beliefs about substance use can impact decisions to use drugs or alcohol by practicing how to challenge beliefs that promote substance abuse.
- Additionally, facilitator-trainees only facilitated a portion of Exercise 7. In this portion of Exercise 7, facilitators would distribute rubber bands to youth to place around their wrists. Youth are then encouraged to snap their own rubber bands and yell “NO” when they hear a thought card read that encourages drug use. This helps youth to actively distinguish thoughts that are harmful from thoughts that are helpful in encouraging or discouraging substance use. This activity is meant to then encourage youth to actively reject thoughts that promote substance use. If facilitators are uncomfortable with the use of rubber bands, they can substitute something that seems less punitive, such as having youth stomp their feet or clap their hands loudly.
- Exercise 7 also includes the “HALT” exercise. This is an unscripted role-play intended to make youth understand underlying motivators for sex (for example, feeling hungry, angry, lonely, or tired). Because Street Smart was originally designed for runaway youth, hunger is used as a possible trigger (e.g., exchanging sex for food). Some facilitators may feel that this may be inappropriate for their target population. If so, facilitators can substitute “horny” for “hungry,” for their group.
- Finally, facilitator-trainees did not conduct Exercise 8, “Dealing with Risky Situations.” This exercise involves an unscripted role-play, “Ronald and Mindy,” that emphasizes the link between being high and engaging in unsafe sexual behaviors. This exercise is optional for facilitators, depending on time availability. If facilitators feel the link between being high and engaging in unsafe sexual behaviors is a concept that needs to be further explored by their youth they may want to prioritize and spend the extra time on this session. Otherwise, if

facilitators feel this point has been sufficiently driven home, it may not be necessary to do it.

State:

Today we have completed Sessions 3 and 4 of Street Smart. Thank you to our first two facilitator-trainee pairs for leading us through these activities. Tomorrow two new facilitator-trainee pairs will lead us through Session 5, "Recognizing and Coping with Feelings", and Session 6, "Negotiating Effectively." My co-facilitator and I will then introduce Session 9, the individual session, and Session 10, the community resource visit.

We will be around for the rest of the day to answer any questions you might have or assist in the preparation for teach-backs for those of you who have not yet presented. We also want your feedback for the day and will be handing out a daily "pros and cons" sheet. Please fill one out and put them here [designate a spot for trainees to put them]. We will go over them tomorrow morning.

DAY THREE

Objectives:

- Review Day Two and address any follow-up questions
- Provide facilitator-trainees with an opportunity to practice facilitating Exercises 1, 3, 4, and 5 from Session 5
- Provide facilitator-trainees with an opportunity to practice facilitating Exercises 1-5 from Session 6
- Provide facilitator-trainees with feedback on their facilitation skills
- Introduce, review, and share guidance for Session 9 (individual sessions)
- Introduce, review, and share guidance for Session 10 (community resource visit)

WELCOME AND OVERVIEW OF THE DAY

Review of Day Two

Welcome trainees back. Review the “DAILY TRAINING PROS & CONS” from Day 2 and quickly check any questions from yesterday’s session.

State:

Today we are going to see Sessions 5 and 6 conducted.

In a moment we will all again pretend we are youth in the group and the facilitator-trainees _____ and _____ (names of 1st pair) will conduct the session. My co-trainer and I will continue to participate as youth but we will also jot down notes regarding things we want to highlight about the exercise and feedback we want to give facilitators, particularly instances where the facilitators implemented essential techniques in an exemplary manner. At the end of the day we will go over Sessions 9 and 10, which are the individual session and the trip to the community resource. In the real intervention, these sessions would occur after Session 8 has been completed. However, given the time constraints of this four-day training, we will be covering them out of order.

SESSION 5: RECOGNIZING AND COPING WITH FEELINGS

TRAINER INTRODUCTION TO SESSION 5

Session Overview

Trainer's Note: Before allowing facilitator-trainees to begin their teach-back, trainers should take five minutes to briefly outline the rationale and objectives of Session 5 and discuss the relevance of this session to the Core Elements of Street Smart.

State:

The youth in Street Smart encounter challenging situations that can cause discomfort, and some of these situations can greatly increase their risk for HIV transmission. Feelings can often serve as an early warning system in these situations. In Session 5, the youth will be engaged in several activities that are designed to help them to recognize discomfort in situations and develop effective coping strategies to manage uncomfortable situations and reduce stress. They will also learn a coping strategy known as the SMART problem-solving technique.

Before the facilitator-trainees begin their teach-back, we will go over how to facilitate the segment where youth learn how to use the SMART problem-solving technique. You will not be acting as youth during this modeling. What questions do you have before we begin Session 5?

SET UP

Before facilitator-trainees begin their teach-back, trainers will introduce SMART problem solving to all trainees. Trainers will walk facilitator-trainees through an actual SMART activity using Joe's problem from Session 5. Trainers should clarify to participants that they are not acting as youth during this demonstration. Answer any questions and explain that the facilitator-trainees will be conducting another SMART activity in Session 5.

Trainers should designate a volunteer to play "Joe" and give him/her "Joe's Background Information" card. The trainer not facilitating SMART should prepare "Joe" to answer questions from the group that will help him/her identify their specific problem.

The purpose of the SMART problem solving method is to teach participants how to approach a problem in a systematic, logical way. The steps to SMART are as follows:

S State the problem

State one concrete behavioral problem that is under the individual's control (in this case Joe). This is important because often people present many problems at once or identify a problem that is not under their control.

M Make a goal

State how the individual (in this case Joe) would want things differently in the future in regard to this problem. Again, the goal should be stated in a way that places it within his/her control.

A Actions you can take

As a group, brainstorm a list of possible actions that could be taken. Proceed until you have 4-6 options. After you have listed all the possible actions, list the pros and cons (possible positive and negative outcomes of each action) for each option.

R Reach a decision

Have the individual with the problem (in this case Joe) choose his best option. He/she should consider his/her goal as well as pros and cons. It is important to make youth aware that sometimes the solution is a combination of several actions.

T Try it and review it

Explain the last step would be for the individual (in this case Joe) to try the option he/she selected and review it to see if it is the best action to take (i.e., if it solves the problem).

Note: When doing SMART problem solving, we recommend that you use two pages – one to write out the problem and goal and another to write out possible actions and pros and cons for each action.

Because it is a process with several steps, it is imperative that it is presented to the participants in a clear, logical manner. We suggest the following format:

Problem Statement: _____

Goal: _____

Actions:	Pros:	Cons:

I will do the following action(s):

It is important to note that whenever conducting this activity, the youth playing the role of the individual with the problem should always make the final decision on what s/he feels the problem is and which action s/he chooses to take. In real life, only we can make those final decisions and it is useful for the youth to practice making these determinations as they learn the problem solving process.

More guidance on how to conduct SMART including the actual chart and how to work through it is provided in your Facilitator's Guide as well as your Implementation Manual. As your Technical Assistance providers we will also be in contact with you after the training, and this is an area in which you can certainly request help or guidance from us. .

What questions do you have about SMART problem solving before we start the teach-backs?

Facilitator-trainees will facilitate the following:

Exercise 1: Introductions

Exercise 3: Coping Styles (only do Jennifer and Carrie role play)

Exercise 4: How to Solve a Problem (SMART)

Exercise 5: How to Use Relaxation in a Tough Situation

Materials:

SUPPLIES:

- Blank newsprint and marking pens
- Pencils
- Lottery prize
- Tokens
- Quickie relaxation cards

POSTERS:

- Feeling Thermometer poster
- SMART poster

PREPARED NEWSPRINTS:

- Ground Rules newsprint
- Goals of Street Smart newsprint
- The Four W's newsprint: Who, Where, When, and What

HANDOUTS:

- Jennifer and Carrie (5-A)
- Ways of Coping (5-B)

- Problem Analysis Form (5-E)
- Advantages and Disadvantages of Getting Tested for HIV (5-F)
- Pedro's background information sheet (5-G)
- Fact Sheet on HIV Testing (5-H)

TRAINEES FACILITATE SESSION 5

Exercise 1: Introductions

(10 minutes)

Activities:

1. Conduct the lottery.
2. Go around: Have participants introduce themselves.
3. Review tokens and their use.
4. Review activity books.
5. Ask what anyone did to keep themselves safer in the last week.
6. Check to see who has condoms.
7. Review the Goals of Street Smart.
8. Review the Feeling Thermometer.
9. Review the Ground Rules.

Notes and Specific Areas of Observation:

- How long did facilitator-trainees spend on the introduction? By the fifth session, the introduction section should be a review and should take no longer than 10 minutes. Note whether facilitator-trainees were able to explain and review the concepts accurately, and to do so without taking up too much time.
- Did facilitator-trainees have participants explain the important concepts (e.g., the Feeling Thermometer) where possible and when appropriate? It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program.

Exercise 3: Coping Styles

(30 minutes)

Activities:

1. Conduct Jennifer and Carrie role-play (5-A).
Note: The main point of this role-play is to highlight that there are different ways of coping and that some ways are better than others. This role-play also serves as a segue and introduction into the “ways of coping.”
2. Hand out “Ways of Coping” (5-B) and briefly review each coping style.

Notes and Specific Areas of Observation:

- Were facilitator-trainees familiar with each of the ways of coping to the extent that they could clearly explain each coping style to participants? The ways of coping can be particularly challenging for facilitators to present so it is important for them to look out for any misunderstandings and clarify any questions as necessary.
- Did facilitator-trainees make the point that it is important to choose which way of coping is most appropriate in a given situation?
- Did facilitator-trainees refrain from sounding judgmental or as if some coping styles are “good” and others are “bad?”

Exercise 4: How to Solve a Problem (SMART)

(40 minutes)

Activities:

1. Introduce the notion of problem-solving and practice identifying problems using “the four Ws: Who, Where, When, and What.”
2. Hand out and review the “Advantages and Disadvantages of Getting Tested for HIV” (5-F).
3. Choose a volunteer to play Pedro, give him/her “Pedro’s Background Information” (5-G) sheet to review, and pass out the “Problem Analysis Form” (5-E).
4. Guide the group through asking Pedro questions using the Problem Analysis Form until Pedro can decide what his problem is.
5. Conduct SMART activity using Pedro’s problem (at this point the facilitator may “stop the action” and facilitate the SMART activity).
Note: Pedro’s problem should lead in to the “Advantages and Disadvantages of Getting Tested for HIV.”
6. Hand out “Fact Sheet on HIV Testing” (5-H).

Notes and Specific Areas of Observation:

- Did facilitator-trainees make clear that SMART is an example of problem-solving (one of the coping techniques discussed earlier)? This is important to show the connection to concepts that participants learned in previous sessions.
- Were “The Four Ws” written on newsprint?
- Did one facilitator-trainee work with “Pedro” to make sure he/she understands his/her role while the other distributes and explains the “Problem Analysis Form” to the rest of the group?
- Did the facilitator-trainees allow the individual playing Pedro to identify his or her own problem and choice of action to take?

- If facilitator-trainees are having difficulty getting through SMART, one of the facilitators should take over the activity. This should be discussed and arranged with the facilitator-trainees in advance.

Exercise 5: How to Use Relaxation in a Tough Situation

(10 minutes)

Activities:

1. Model relaxation by conducting a quickie relaxation exercise (one minute). If time permits, pass out all the “QUICKIE RELAXATION CARDS.” Each group member should end up with at least three cards. Allow a few minutes for each member to select the one they like best. (Alternately, you can simply give each person one card at random.) Facilitators may find it helpful to preselect the cards that they think their youth will best relate to.
2. Select volunteers to read their relaxation cards.



STOP THE ACTION. *Explain to participants that they are no longer acting as “youth.”*

PROVIDING FEEDBACK

After facilitator-trainees have conducted the session, provide feedback (remember to use the “Notes and Specific Areas of Observation” and “Follow Up Key Points” to assist you in forming your constructive criticism).

Note: When providing feedback, trainees often use language that conveys judgment. (E.g., “you did this wrong.”) Trainers should stress that trainees instead note “you could have done this *differently*.” This is consistent with the non-judgmental format of the Street Smart intervention.

Use the following format as a guide when providing feedback:

1. Ask each of the facilitator-trainees one thing they liked about what they did and one thing they might do differently if they were to do it again.
2. Do a go-round: Have each trainee state one thing they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently.
3. Trainers give feedback as to what they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently. Use this as an opportunity to teach and make certain points in regards to facilitating the Street Smart session. Use the Follow Up Key Points (see below) to guide your discussion.

SESSION 5 FEEDBACK

FOLLOW UP KEY POINTS

State:

We want to cover some key points about some of the activities and this session in general.

Points about the introduction:

- By the fifth session, the introduction section should be a review and therefore should take no longer than 5 minutes. While it is important to explain and review the concepts accurately, it is equally as important that you don't take up too much time while doing so.
- It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program. So, for example, facilitators should ask their youth to explain the purpose of tokens and the Feeling Thermometer.

Points about Coping Styles (Jennifer and Carrie role play and Ways of Coping handout):

- Facilitators need to have a solid understanding of each of the ways of coping to the extent that they could clearly explain each coping style to their youth. The ways of coping can be particularly challenging for facilitators to present so it is important for them to look out for any misunderstandings and clarify any questions as necessary.
- Facilitators should take special care to refrain from teaching that any coping skills are good or bad. **The point of the exercise is to teach adolescents that there are various ways to cope and that it is important to choose which way of coping is most appropriate in a given situation.** Not all coping strategies are applicable to every situation and youth should decide which way of coping is best for them on a case-by-case basis. If a youth states they would choose a coping style that seems inappropriate, facilitators can explore the consequences of choosing that coping style for that particular situation.

Points about SMART:

- Facilitators should make clear that SMART is an example of problem-solving (one of the coping techniques discussed earlier). This is important

because it shows the connection to concepts that participants learned in previous sessions.

- It is imperative that during this exercise all possibilities offered by the youth should be listed and not judged. Brainstorming should be encouraged.
- At the beginning of this exercise, facilitators should ask the youth a simple question: “Who is responsible for identifying Pedro’s problem?” The youth will almost always reply “Pedro,” and that’s absolutely correct. Pedro will ultimately be the one responsible for attempting to solve his problem, so he must be the one to identify what his problem is. Facilitators should allow the individual playing Pedro to identify his or her own problem and choose the action to take. This is important because, in real life, only we can make these final decisions and it is useful for the youth to practice making these determinations as they learn the problem solving process. Other youth should be encouraged to identify potential actions they can take, but ultimately facilitators should always look to the person playing Pedro to identify his main problem and to choose the action he plans to take.
- “The four Ws” should be written on newsprint in advance so youth can have them to reference while they are asking questions.
- Because this exercise can be somewhat complicated at first for the youth playing “Joe” or “Pedro” as well as for the observers that are to ask questions, one facilitator should work with “Pedro” to make sure he/she understands his/her role, while the other distributes and explains the “Problem Analysis Form” to the rest of the group. This is also a way to ensure that none of the youth lose focus. Also, let the group know that they can ask questions that are not listed on the worksheet.
- Be sure to limit the number of possible actions to around 4 to 6 to maintain the pace of the activity. If the list gets too long it will protract the “pros and cons” brainstorming and potentially cause your participants to lose attention.
- Once youth have been exposed to this technique, a facilitator can use it at any appropriate time during the Street Smart sessions. In fact, just like other Street Smart tools, it can be used outside of the group sessions – such as in an individual session – and can be used by other organizational staff members. This helps youth integrate these tools into their everyday lives and makes the intervention that much more effective.

Notes about relaxation exercise:

- Relaxation may be new to many of the youth. Similar to the other new techniques, it is vital that facilitators model the skill and roll with the resistance. (E.g., at first, many youth may be resistant to closing their eyes. If some youth don't close their eyes, just continue reading the relaxation.)
- If facilitators are not used to reading aloud in this manner, it is advised that you practice with some colleagues. Relaxation should be read in a calm, quiet voice, and slowly. Remember your voice should have a soothing quality, but be loud and clear enough for everyone to hear you.
- The co-facilitator should model the relaxation instructions (e.g., getting into a comfortable position, closing eyes, etc.)
- Quickie relaxations are ways that youth can remember to calm themselves down in a hurry or in the middle of a difficult situation. Even remembering to breathe or say a quick affirmation can lower someone's Feeling Thermometer just enough to aid in cognition.
- This activity relates back to the core element of enhancing cognitive awareness, expression and control.

Discussion of Activities Not Covered in the TOF:

In the interest of providing sufficient time for trainers to provide feedback and session tips, facilitators leading Session 5 did not conduct Exercise 2, "Feeling Situations." In this activity, participants are asked to remember a personal situation that put them at risk for STDs or HIV, they then are asked to remember their feelings (including physical sensations and emotions) as well as possible triggers related to this situation. The goal of this activity is for youth to remember a personal risky situation that will raise their sense of personal vulnerability and make the discussion on coping styles more relevant to them.

Wrap up the morning, by stating:

We have just seen a demonstration of Session 5 of Street Smart. We will now take an hour for lunch. We will meet back here at (*state appropriate time*) to participate in the facilitation of Session 6. See you in an hour!

LUNCH

SESSION 6: NEGOTIATING EFFECTIVELY

TRAINER INTRODUCTION TO SESSION 6

Session Overview

Trainer's Note: Before allowing facilitator-trainees to begin their teach-back, trainers should take five minutes to briefly outline the rationale and objectives of Session 6 and discuss the relevance of this session to the Core Elements of Street Smart.

State:

Welcome back, I hope you had a good lunch. In a few moments, our facilitator-trainees will begin their teach-back of Session 6, "Negotiating Effectively." Afterwards, we will conduct feedback and then introduce you to Sessions 9 and 10 of Street Smart, the Individual Session and the Community Resource Visit. But first, I want to say a few words of introduction for Session 6.

Because adolescents tend to be very peer-oriented, the people that they spend time with can either be a major support in protecting themselves from HIV transmission or a major risk factor. To protect themselves from HIV, youth need to be able to communicate and negotiate with their peers. In Session 6, youth have the opportunity to explore their personal sexual values and learn techniques to deal with pressure to engage in activities that contradict these values. In addition, youth will conduct a role-play about screening partners (assessing their values, attitudes, and behaviors) to determine how "safe" they are in relation to HIV/STDs. If there are no questions, we'll turn things over to our two facilitator-trainees.

Set up

Facilitator-trainees will conduct:

Exercise 1: Introductions

Exercise 2: What Are My Sexual Values?

Exercise 3: What to Do When the Pressure is On

Exercise 4: How to Communicate with Confidence

Exercise 5: How Safe is My Partner? (only the first role-play)

Materials:

SUPPLIES:

- Blank newsprint and marking pens
- Pencils
- Lottery prize

- Tokens
- "I Statement" Cards

POSTERS:

- Feeling Thermometer poster
- Ways of Coping poster
- SMART poster

PREPARED NEWSPRINTS:

- Ground Rules newsprint
- Goals of Street Smart newsprint
- I Statement-

"When you do _____,

I feel _____.

From now on, please _____."

HANDOUTS:

- Chris and Maria script (6-A)
- My Sexual Values handout (6-B)
- Art and George script (6-C)
- Problem Analysis form (6-D)
- Confident Communication Feedback form (6-E)
- "I Statement" wallet cards (6-F)

TRAINEES FACILITATE SESSION 6

Exercise 1: Introductions

(10 minutes)

Activities:

1. Conduct the lottery.
2. Go around: Have participants introduce themselves.
3. Review tokens and their use.
4. Review activity books.
5. Ask what anyone did to keep themselves safer in the last week.
6. Check to see who has condoms.
7. Review the Goals of Street Smart.
8. Review the Feeling Thermometer.
9. Review the Ground Rules.

Notes and Specific Areas of Observation:

- How long did facilitator-trainees spend on the introduction? By the sixth session, the introduction section should be a review and should take no longer than 10 minutes. Note whether facilitator-trainees were able to explain and review the concepts accurately, and to do so without taking up too much time.
- Did facilitator-trainees have participants explain the important concepts (e.g., the Feeling Thermometer) where possible and when appropriate? It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program.

Exercise 2: What are My Sexual Values?

(15 minutes)

Activities:

1. Conduct Chris and Maria role-play (6-C).
Note: The main point of this role-play is that it is important to be able to stand up for your own personal values. This role-play also serves as an introduction into the “My Sexual Values” exercise.
2. Distribute “My Sexual Values” form (6-B) and instruct trainees to fill it out.

Notes and Specific Areas of Observation:

- Did facilitator-trainees pass out pencils to everyone and encourage them to move to find a space in the room that makes them feel comfortable and will protect their confidentiality (e.g., go to a corner, lay on the floor, etc.)?
- Observe whether facilitator-trainees avoided judgmental language (e.g., “good” and “bad” values).

Exercise 3: What to Do When the Pressure is On?

(30 minutes)

Activities:

1. Review “Ways of Coping” using the poster.
2. Conduct the Art and George role-play (6-A).
Note: The main point of this role-play is that it is important to stand up for your own personal values. This role-play also serves as a lead-in into the next activity, in which Art’s dilemma over staying safe becomes the problem the group needs to solve.
3. Conduct a SMART activity, using Art’s dilemma from the earlier role-play as the problem the group needs to help solve. Use the Problem Analysis Form (6-D).
Note: There are various problems that the group can identify for Art, but they should relate to his ultimate goal: Art wants to stay safe without losing friends.

Notes and Specific Areas of Observation:

- Did the transition from the role play to the SMART activity play out as one seamless activity?
- After the group discussion, did facilitator-trainees refer back to the participant playing Art and ask him/her to name “his” problem?
- It is very important that facilitator-trainees understand the SMART problem solving method and clearly explain the process. If needed, “Stop the Action” to address misunderstandings or make clarifications.

Exercise 4: How to Communicate With Confidence

(20 minutes)

Activities:

1. Explain how to communicate using “I Statements.”
2. Demonstrate an “I Statement,” pass out the “Confident Communication Feedback Form,” (6-E) and explain how it will be used.
3. Have each participant practice an “I Statement” using the cards and have the rest of the group observe and provide feedback using the “Confident Communication Feedback Form” (6-E).
4. Pass out “I Statement” wallet cards.

Notes and Specific Areas of Observation:

- Facilitator-trainees should clearly explain and demonstrate the way youth should be able to use the “I Statement” format. Writing the structure on newsprint is a good idea. The general structure would be:
 - "When you do _____,
 - I feel _____.
 - From now on, please _____."
- Are they able to effectively explain the value of “I Statements?”
- Did the facilitator-trainees demonstrate the use of “I Statements” in an assertive and confident manner?
- Facilitator-trainees should be careful not to get caught up in the details of the “Confident Communication Feedback Form.” Its purpose is simply to reinforce the point of each “I Statement” and whether it is achieving the desired goal. Accordingly, it should be reviewed very quickly after each “I Statement.”

Exercise 5: How Safe is My Partner?

(30 minutes)

Activities:

1. Facilitate brainstorming of questions to ask a potential partner to find out if they are safe and write group members' suggestions on newsprint.
2. Conduct an unscripted role play using the questions the group members just came up with.

Notes and Specific Areas of Observation:

- Did facilitator-trainees make sure that a female plays a male and a male plays a female during the role play?
- Did they assign coaches because it is unscripted?
- Observe whether facilitator-trainees used this role-play to “teach” certain sexual values. They should be careful not to convey any judgments about any sexual values the youth might share. This activity is an opportunity for youth to practice assessing a potential partner (through understanding their values, attitudes, behaviors, and how these might affect risks for HIV and other STDs).



STOP THE ACTION. Explain to participants that they are no longer acting as “youth.”

PROVIDING FEEDBACK

After facilitator-trainees have conducted the session, provide feedback (remember to use the “Notes and Specific Areas of Observation” and “Follow Up Key Points” to assist you in forming your constructive criticism).

Note: When providing feedback, trainees often use language that conveys judgment. (E.g., “you did this wrong.”) Trainers should stress that trainees

instead note “you could have done this *differently*.” This is consistent with the non-judgmental format of the Street Smart intervention.

Use the following format as a guide when providing feedback:

1. Ask each of the facilitator-trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
2. Do a go-round: Have each trainee state one thing they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently.
3. Trainers give feedback as to what they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently. Use this as an opportunity to teach and make certain points in regards to facilitating the Street Smart session. Use the Follow Up Key Points (see below) to guide your discussion.

SESSION 6 FEEDBACK

FOLLOW UP KEY POINTS

State:

We want to cover some key points about some of the activities and this session in general.

Points about the introduction:

- By the sixth session, the introduction section should be a review and therefore should take no longer than 5 minutes. The introduction can be shortened by going over the concepts very briefly. Instead of going over all of the “Goals of Street Smart” and “Ground Rules” for instance, you might have youth just yell out a few of their favorite ones. Also, facilitators can just ask participants to very briefly explain the Feeling Thermometer and tokens (what they are and why we use them).
- It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program. So, for example, facilitators should ask their youth to explain the purpose of tokens and the Feeling Thermometer.

Points about What are My Sexual Values (form):

- Facilitators should make sure to pass out pencils to everyone and encourage them to move to find a space in the room that makes them

feel comfortable and will protect their confidentiality (e.g., go to a corner, lay on the floor, etc.).

- The sexual values form is intended to encourage participants to consider their sexual values and to recognize how knowing their values can help them negotiate effectively (so that they can stand up for and act upon what they believe in). As this activity is largely based on participants' individual reflection of their own values, facilitators should avoid over-processing the activity, but be sure to remind the youth that values and behaviors don't always align.
- Facilitators should be careful to avoid judgmental language (e.g., "good" and "bad" values) as these terms may convey judgment to youth.
- Once youth are able to consider their own sexual values they will be better equipped to negotiate effectively for what they want out of a situation (e.g., not having sex or having sex only with a condom). In other words, once youth have been given the opportunity to consider and identify their sexual values, they will know what it is they do and do not want to do – then they learn how to negotiate for these in later Street Smart sessions.

Points about What to Do When the Pressure is On (Art and George role-play and SMART problem solving activity):

- Because the Art and George role play leads right in to a SMART activity, facilitators should prepare "Art" in advance for his/her role by letting him/her know that after the role play, he/she will need to determine Art's problem using the SMART format.

Points about How to Communicate With Confidence ("I Statements"):

- Facilitators should clearly explain and demonstrate the "I Statement" format to their youth. Writing the structure on newsprint is a good idea. The general structure would be:

"When you do _____,

I feel _____.

From now on, please _____."

- Facilitators may choose to look through the situation cards in advance and choose which cards to use depending on the needs of their target population.

- Facilitators should also be able to explain the value and importance of “I Statements” to their youth and connect it to the concept of being assertive.
- Sometimes the concept of “I Statements” is difficult for youth to grasp and they don’t always see the value. Facilitators may find it helpful to first explain “you statements” to facilitate understanding (i.e., demonstrate how such statements as “when you don’t call back, it’s like you don’t care about me” tend to sound accusatory). People tend to get defensive and not listen. “I Statements” make it more likely that people will be able to hear what you are saying and consider your feelings.
- Facilitators should be careful not to get caught up in the details of the “Confident Communication Feedback Form.” Its purpose is simply to reinforce the point of each “I Statement” and whether it is achieving the desired goal. Accordingly, it should be reviewed very quickly after each “I Statement.”
- Some trainees may have questions about the format of the “I Statements.” Most educators and trained facilitators are more familiar with the typical “I feel _____ when you _____” format that is most commonly used. However, there is a strong argument for the format used in Street Smart. By stating “when you...” before “I feel...” the subject of the statement is the behavior and not the people, which may help to avoid putting someone on the defense.

Points about How Safe is My Partner:

- Facilitators should make sure that a female plays a male and a male plays a female during the role-play. This provides an opportunity for youth to be in another gender’s “shoes.” It also helps to dismiss gender stereotypes (e.g., male is always the aggressor and/or females are always more careful). Be sure to do both role-plays.
- Often facilitators use this role-play to “teach” certain sexual values. Be careful not to convey any judgments about any sexual values the youth might share. This activity is an opportunity for youth to practice assessing a potential partner (through understanding their values, attitudes, behaviors, and how these might affect risks for HIV and other STDs) based on what they value.

TRAINERS INTRODUCE SESSIONS 9 AND 10

SESSION 9: INDIVIDUAL SESSION

(20 minutes)

Discuss the rationale for this session by stating:

Session 9 is the individual session that occurs after the youth has completed the 8 group sessions of Street Smart. However, the facilitators should begin scheduling time to meet with their youth well in advance. From intake of youth into the program through the end of Session 8, facilitators should be reminding youth about the individual session, and working with them to schedule an appointment.

By this time youth have been exposed to a lot of information about HIV/AIDS and STDs and have developed skills for dealing with internal and external factors that trigger unsafe sex.

This session should last approximately one hour. The purpose of the individual session is to work with the youth to explore and discuss their individual triggers and barriers that may lead to unsafe sex and to assist youth in developing a plan for coping with their triggers by personalizing strategies learned in the group sessions.

Instruct TOF participants to reference Session 9 in their Facilitator's Guide. State:

The format outlined for this session in the Facilitator's Guide is similar to the group sessions, and offers the facilitator questions he/she may ask youth to help guide the session. Note: This is not an interview. Facilitators should conduct this as an informal discussion. Facilitators should feel free to refer back to discussions from the group sessions as well as use the tools and skills learned during the group session. For example, in Step 2, building motivation, if a youth does not seem motivated to have safer sex, the facilitator may lead the youth through a decisional balancing activity exploring:

- The pros and cons of having safer sex; and
- The pros and cons of not having safer sex.

Another example, in Step 4, planning how to deal with a trigger, the facilitator may explore:

- What thoughts did youth have prior to and during that situation? Can he/she identify unhelpful thoughts that they had during the situation? How can he/she substitute those thoughts?

- Where was his/her Feeling Thermometer? What coping style can he/she use during this situation (e.g., relaxation technique, self-talk) to bring the Feeling Thermometer down?

Emphasize the objectives of this session by stating:

The objectives of this session are to:

1. Identify personal triggers that may lead to unsafe sex.
2. Identify barriers to practicing safe sex.
3. Develop a coping plan for overcoming barriers to practicing safer sex.

Review the Procedures for the Session:

State:

In the Facilitator's Guide you will notice there are four steps to leading this session. The first part of this session should be used to orient the youth to the purpose of the individual session and how it will be conducted. Explain to youth that the session will be an hour long. During this session, they will have an opportunity to explore how the Street Smart program applies to them and for them to identify their own difficult situations regarding safer sex and behaviors that may put them at risks for STDs and HIV. In addition, they will design a specific plan that will work for them.

Tell them that you will also try to answer any questions that they may have regarding HIV, STDs, resources, or anything else that may have come up for them during the Street Smart program.

The second part of this session aims to enhance the youth's motivation by identifying his/her priorities and goals and then assisting in identifying his/her goals regarding safer sex. You need to make sure the youth makes the connection between what is important to him/her now and what will be important for the future and how practicing safer sex can aid in attaining the goals the youth sets for him/herself.

You will start by asking the youth questions about his/her life and goals right now. This will help the youth identify what his/her specific triggers are so that he/she can ultimately develop a plan for future success. Some examples from the Facilitator's Guide (p. 300) would be asking youth:

What things are important in your life right now?

What things would you like to have or be different?

What are some of your worries about having unprotected sex?

How would staying safer or using protection help you meet your future goals?

In the third step, “Identifying Triggers,” you will help him/her identify the triggers that would prevent him/her from being successful in practicing safer sex by asking things like:

Have you been sexually active in the last year?

Think about the last time you had unprotected sex.

What was going on?

What were the triggers for you?

People?

Places?

Situations?

Feelings?

Were you using drugs?

What did you like about having unprotected sex?

What didn't you like about having unsafe sex?

What do you think your pattern may be when it comes to unsafe sex?

In this step a chart is provided to help youth fully explore their triggers for unsafe sex, identify ways to avoid these triggers and/or strategies to bring their Feeling Thermometer down to help them make safer choices.

Finally, in the fourth step, you will develop a plan to cope with those triggers that become barriers to practicing safer sex. Ask youth questions such as:

What is your goal regarding safer sex?

What do you think is the first step?

Given what you know about your triggers, including people, places, situations, or feelings, what do you think could go wrong with your plan?

What are some options that you have?

What support or help do you need to meet your goal?

You may want to write down the personalized challenges, triggers, and goals that are identified in this session for participants to take with them and use for future reference. For example, if you choose to create a SMART diagram for one or more of a participant's problems, they can take it with them so they can remember and refer to the specific actions and goals they set for themselves.

Then ask what other questions the youth has regarding him/herself or HIV, or anything else that may have come up during Street Smart.

It is important to end on a positive note: Given what your youth knows about him/herself now, and the plan that he/she has to reach his/her goal, tell him/her you are sure that he/she can be successful. Offer referrals as needed/appropriate.

What questions do you have?

Note: If there are trainees in the group who have already been implementing Street Smart, you can ask them to discuss their experiences and approach to the individual session.

SESSION 10: TRIP TO A COMMUNITY RESOURCE

(30 minutes)

Discuss the rationale of this session by stating:

As you know, the Street Smart intervention was originally implemented with homeless and runaway youth, for whom making sustained connections to relevant community resources was essential. Although Street Smart has been adapted for a number of target populations, this is still a crucial element.

One of the desired outcomes of this session is for youth to develop a link with a community resource. Community resources must be in place to facilitate the desired behavior -- practicing safer sex. Moreover, youth must be able to access these resources and must learn how to be informed consumers about health (e.g., general medical care, STD treatment, substance use treatment) and other social service resources (food banks, housing resources, education).

Youth need more than just a discussion or list of where these services can be obtained; they need to be taken to community resources that are relevant to them. Allowing youth to explore these resources while in the presence of supportive peers is consistent with the Social Learning Theory because it means they are able to practice the desired skills. In this case, the desired outcomes are increased self-efficacy and decision making skills. According to the Social Learning Theory, the behavior change theory that underlies Street Smart, the more youth practice doing something while receiving support, the more likely they will adopt the new behavior.

These resources should be places where youth can meet and interact with both staff and consumers in order to become familiar and comfortable with different sites and their services. Facilitators should evaluate the types of community resources that are needed by the youth they serve. Some agencies bring the whole group to one community resource, while others have small groups of youth visit a number of agencies and then report back to the group what they learned about the providers and services offered by the community resource visited.

Prior to this session, facilitators should research what types of resources are most needed by their youth and make the necessary arrangements to conduct a visit to an appropriate site. For more guidance refer to Session 10 of the Facilitator's Guide.

Instruct TOF participants to reference Session 10 in their Facilitator's Guide. State:

The objectives of this session are for youth to:

1. Develop questions to explore and find out about a community resource;

2. Develop linkages with a community agency that serves youth.

Prior to the visit, youth will develop questions they would like to ask of the provider at the community resource.

Once they are at the community agency, the community resource staff should introduce themselves and give the youth a tour of the agency. They should also discuss the services provided for youth and allow youth to ask questions. We recommend that the agency staff and youth have a meal together so that staff can talk to youth in an informal way. Staff can also share with the youth how they can come back and access the services provided. Once the visit is over, the facilitator can de-brief the visit with the youth by asking general questions about what they learned and what they may perceive as barriers to address before future visits.

As a group, brainstorm:

- 1) ***The types of community resources that would be most relevant and appropriate to their target populations.***
- 2) ***How they (the facilitators) might structure the visit.***
- 3) ***What questions the youth might generate to prepare for their visit.***

Record brainstorming ideas on the newsprint. Be sure to note particular considerations such as target population, region, and agency resources.

Answer any questions they may have.

Note: If there are trainees in the group who have already been implementing Street Smart, you can ask them to discuss their experiences and approach to the community resource session.

Close for the day and prep trainees for the media message activity that you will be conducting on Day 4. Make sure you do not tell them any details about the activity.

State:

Thank you for another great day of training. Today we have covered Sessions 5 and 6, as well as the individual session and community resource visit.

Tomorrow we will be going through Sessions 7 and 8, and then we will be doing a fun activity that is similar to the final activity in Session 8. We will then discuss what the closing activities are for an actual Street Smart group. Finally, we will be discussing fidelity and adaptation of Street Smart. We will be around for the rest of the day to answer any questions you might have or assist in the preparation of your teach-backs for those of you who have not yet presented.

We also want your feedback for the day, so we will again hand out a daily “pros and cons” sheet. Please fill one out and put them here [designate a spot for trainees to put them]. We will go over these tomorrow morning.

DAY FOUR

Objectives:

- Review Day Three and address any follow-up questions
- Provide facilitator-trainees with an opportunity to practice facilitating Exercises 1, 2, 3, and 5 from Session 7
- Provide facilitator-trainees with an opportunity to practice facilitating Exercises 1-3 of Session 8
- Facilitate Exercise 5 of Session 8, leading trainees in the production of a soap opera or music video
- Conduct Exercise 7 of Session 8
- Briefly discuss recruitment and retention issues
- Using a PowerPoint presentation, discuss implementation, adaptation, and fidelity
- Distribute feedback forms and obtain comments on the training session

WELCOME AND OVERVIEW OF THE DAY

Review of Day Three

Review the “DAILY TRAINING PROS & CONS” from Day 3 and quickly check any questions from yesterday’s session.

State:

Our facilitator-trainees will start us off today by conducting Session 7. After lunch, we will see the first part of Session 8 conducted. My co-facilitator and I will direct the second half of Session 8, in which you will all create a relevant media message. This exercise and a subsequent relaxation activity will be the last session exercises we conduct for this training. It will also be the last exercises your youth will do in your Street Smart sessions. We will then lead a discussion of fidelity and adaptation. During this time we will provide you with some tips for implementation of Street Smart and can suggest resources for technical assistance. We will conclude by getting your feedback on the training and providing you with some of the materials to help you prepare for implementation of Street Smart in your respective agencies.

SESSION 7: SELF-TALK

TRAINER INTRODUCTION TO SESSION 7

Session Overview

Trainer's Note: Before allowing facilitator-trainees to begin their teach-back, trainers should take five minutes to briefly outline the rationale and objectives of Session 7 and discuss the relevance of this session to the Core Elements of Street Smart. Also, because this is the seventh session, participants should be very familiar with the introduction activities so facilitator-trainees should spend no longer than 5 minutes on Exercise 1.

State:

Self-talk can be a valuable tool in helping youth to reduce their HIV risk. Youth who fall into a pattern of negative self-talk may feel depressed, helpless and lack the self-esteem and self-efficacy needed to practice safer sex. Session 7 aims to help participants become aware of how their thoughts (which are referred to as “self-talk”) can affect their behavior and how to utilize this link to better manage the youth’s thoughts and behaviors. In Session 7, youth learn how to prepare themselves for difficult situations and get themselves through these challenges using effective self-talk. The session provides youth with examples of how self-talk hinders or helps them practice safer sex. Youth will be able to practice recognizing harmful self-talk and using helpful self-talk in difficult situations through a game and a role-play.

What questions do you have before we begin the teach-back?

Set up

Facilitator-trainees will facilitate the following:

Exercise 1: Introductions

Exercise 2: Recognizing Harmful and Helpful Thoughts

Exercise 3: Switching from Harmful to Helpful Thoughts

Exercise 5: Using Self-Talk in Tough Situations

Materials:

SUPPLIES:

- Blank newsprint and marking pens
- Pencils
- Lottery prize

- Tokens

POSTERS:

- Feeling Thermometer poster

PREPARED NEWSPRINTS:

- Ground Rules newsprint
- Goals of Street Smart newsprint
- Catch, Stop, Challenge, Substitute newsprint

HANDOUTS:

- Thought cards (7-A)
- Examples of Self-Talk (7-B)

TRAINEES FACILITATE SESSION 7

Exercise 1: Introductions

(5 minutes)

Activities:

1. Conduct the lottery.
2. Go around: Have participants introduce themselves.
3. Review tokens and their use.
4. Review activity books.
5. Ask what anyone did to keep themselves safer in the last week.
6. Check to see who has condoms.
7. Review the Goals of Street Smart.
8. Review the Feeling Thermometer.
9. Review the Ground Rules.

Notes and Specific Areas of Observation:

- How long did facilitator-trainees spend on the introduction? By the seventh session, the introduction section should be a review and should take no longer than 5 minutes. Note whether facilitator-trainees were able to explain and review the concepts accurately, and to do so without taking up too much time.
- Did facilitator-trainees have participants explain the important concepts (e.g., the Feeling Thermometer) where possible and when appropriate? It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program.

Exercise 2: Recognizing Harmful and Helpful Thoughts

(20 minutes)

Activities:

1. Explain the difference between thoughts that are harmful and thoughts that are helpful as they relate to practicing safer sex.
2. Conduct the harmful/helpful thought card game (7-A).
Note: The point of this exercise is to get youth to distinguish harmful and helpful thoughts that may affect their safer sex behaviors.

Notes and Specific Areas of Observation:

- Did facilitator-trainees clearly explain the difference between a harmful and a helpful thought?
- Did facilitator-trainees spend too much time on trying to explain the instructions of the activity? Explaining the instructions should take no longer than 5 minutes.
- Did facilitator-trainees make sure to use “harmful” and “helpful” as opposed to “good” and “bad”?

Exercise 3: Switching from Harmful to Helpful Thoughts

(30 minutes)

Activities:

1. Explain how to stop a negative thought cycle using the steps “catch, stop, challenge, and substitute” using the prepared newsprint.
2. Have two volunteer participants practice switching self-defeating to self-supporting thoughts.

Notes and Specific Areas of Observation:

- Did the facilitator yell “STOP” to emphasize how to interrupt negative self talk? This will help youth better understand the theory of “catch, stop, challenge and substitute.” Facilitator-trainees can explain this concept using different language if it makes it easier to understand.
- Did facilitator-trainees understand that “challenge” is not an actual step? Were they able to explain this to participants?
- Did facilitator-trainees get tripped up by the thought card game? They should clearly understand this activity prior to facilitating the session.
- Did facilitator-trainees have the role-play participants switch genders so that a female plays Jimmy and a male plays Barbara?

Exercise 5: Using Self-Talk in Tough Situations

(15 minutes)

Activities:

1. Discuss the purpose and use of self-talk.
2. Hand out "Examples of Self-Talk" (7-B) and go over it with the group. Write the steps on newsprint:

Write the steps on newsprint similar to below:

Before a situation occurs:

"Plan by Getting Ready" – prepare yourself to succeed.

During the situation:

"Act Face to Face" – deal with the situation, face your fears, and get in the middle of it.

Third, "Cope Before It's Too Much!" – when you feel overwhelmed, like when your feelings are getting out of control, when it becomes difficult, do something to cope.

After the situation has occurred:

"Evaluate Afterwards" – analyze the situation and what you did, and give yourself some pats on the back.



STOP THE ACTION. Explain to participants that they are no longer acting as "youth."

PROVIDING FEEDBACK

After facilitator-trainees have conducted the session, provide feedback (remember to use the "Notes and Specific Areas of Observation" and "Follow Up Key Points" to assist you in forming your constructive criticism).

Note: When providing feedback, trainees often use language that conveys judgment. (E.g., “you did this wrong.”) Trainers should stress that trainees instead note “you could have done this *differently*.” This is consistent with the non-judgmental format of the Street Smart intervention.

Use the following format as a guide when providing feedback:

1. Ask each of the facilitator-trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).
2. Do a go-round: Have each trainee state one thing they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently.
3. Trainers give feedback as to what they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently. Use this as an opportunity to teach and make certain points in regards to facilitating the Street Smart session.
4. Trainers provide additional tips on how to conduct the session effectively. Use the Follow Up Key Points (see below) to guide your discussion.

SESSION 7 FEEDBACK

FOLLOW UP KEY POINTS

State:

We want to cover some key points about some of the activities and this session in general.

Points about the introduction:

- By the seventh session, the introduction section should be a review and therefore should take no longer than 5 minutes. While it is important to explain and review the concepts accurately, it is equally as important that you don't take up too much time while doing so.
- It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program. So, for example, you should ask their youth to explain the purpose of tokens and the Feeling Thermometer.

Points about recognizing harmful and helpful thoughts:

- Facilitators should be sure to clearly explain the difference between a harmful and helpful thought as it relates to this exercise. Namely, that it is contingent upon whether it makes a person more or less likely to engage in unsafe sex.
- It is very common for facilitators to use the terms “good” and “bad” instead of “harmful” and “helpful.” Be sure to avoid such terms as they convey judgment.
- The point of this exercise is to get youth to distinguish harmful and helpful thoughts that may affect their decisions to engage in safer sex behaviors.
- Facilitators should make sure cards are well shuffled and may need to sort the cards in order to make the game “fair.” They may also let youth pick the cards themselves from the stack. Facilitators may also pick and choose cards they would like to use depending on the participants’ needs, and may not need to use all of them.
- This also relates to the next activity, because once youth distinguish whether a thought is harmful or not, youth will learn how to switch a harmful thought to one that is helpful. It is important as a facilitator that you understand these linkages.

Points about switching from harmful to helpful thoughts:

- Facilitators need to really yell “STOP” to emphasize how to interrupt negative self-talk. This will help youth better understand the theory of “catch, stop, challenge and substitute.” The “challenge” is not necessarily a step but an opportunity to really question whether your harmful thought is true. Facilitators can explain this concept using different language if it makes it easier to understand.
- It is really important that the role-play participants SWITCH GENDERS so that a female plays Jimmy and a male plays Barbara. While you may find it awkward at first, it is very important to keep doing these gender switches and provide representation of non-traditional roles. The youth tend to respond to this very well.

Points about using self-talk in a tough situation:

- Many adults have learned to argue with our irrational impulses; however, most youth have not. This activity is essentially an introduction to the idea of combating inner negativity and that self-talk is simply one of the ways to do this.

- The group does not have to read through all of the examples of self-talk. A couple of lines in each segment will suffice.

Discussion of Activities Not Covered in the TOF:

In the interest of allowing sufficient time for trainers to provide feedback and session tips, facilitators leading Session 7 did not conduct Exercise 4, “Giving Myself Some Pats on the Back.” In this exercise, youth practice recognizing and rewarding their own positive behaviors. (Note: This exercise is supported by the Social Learning Theory, which states that behaviors which are rewarded are more likely to be repeated and eventually become habitual.)

We have just seen a demonstration of Session 7. We will now take an hour for lunch. We will meet back here at (*state appropriate time*) to participate in the facilitation of Session 8. See you in an hour!

Lunch

SESSION 8: SAFER SEX

TRAINER INTRODUCTION TO SESSION 8

Session Overview

Trainer's Note: Before allowing facilitator-trainees to begin their teach-back, trainers should take five minutes to briefly outline the rationale and objectives of Session 8 and discuss the relevance of this session to the Core Elements of Street Smart.

State:

Welcome back, I hope you had a good lunch. In a few moments, our facilitator-trainees will begin their teach-back of Session 8, Safer Sex. Afterwards, we will conduct feedback, talk about fidelity, adaptation, and resources for technical assistance, and then wrap-up the training. But first, I want to say a few words of introduction for Session 8.

By this point in the intervention, youth should be aware of which behaviors put them at risk for HIV. Sometimes, however, even with this knowledge, people continue to engage in risky behavior because they rationalize their behavior or expect something “good” to come out of having unsafe sex. Session 8 aims to help youth understand why they continue to engage in unsafe sex and to assist them in arguing against rationalizations that promote risky behaviors.

Our facilitator-trainees will kick off our last teach-back with a role-play and game to help us understand how rationalizations can undermine practicing safer sex. We will then lead you through creating a media message such as a music video or soap opera to promote safer sex. We'll wrap up with a relaxation activity that you will use to end the group session portion of the intervention.

What questions do you have before we begin this teach-back?

Set up

Facilitator-trainees will facilitate the following:

Exercise 1: Introductions

Exercise 2: How to Handle Difficult Sexual Situations

Exercise 3: Dealing with Rationalizations

Trainers will facilitate the following:

Exercise 5: Creating a Media Message
Exercise 7: Ending the Group

Materials:

SUPPLIES:

- Newsprint and marking pens
- Lottery prize
- Tokens
- \$ for those with condoms
- Rationalization Cards
- Costumes and makeup (trainers should make sure they have a lot of props and materials for Exercise 5 in this session.)

POSTERS:

- Feeling Thermometer poster

PREPARED NEWSPRINTS:

- Ground Rules newsprint
- "What Do You Get Out of Having Unsafe Sex?" prepared newsprint

HANDOUTS:

- Pat and Sonia script (8-A)
- People's Actions (8-B)
- Rationalization Cards (8-C)
- Activity books

TRAINEES FACILITATE SESSION 8

Exercise 1: Introductions

(5 minutes)

Activities:

1. Conduct the lottery.
2. Go around: Have participants introduce themselves.
3. Review tokens and their use.
4. Review activity books.
5. Ask what anyone did to keep themselves safer in the last week.
6. Check to see who has condoms.
7. Review the Goals of Street Smart.
8. Review the Feeling Thermometer.
9. Review the Ground Rules.

Notes and Specific Areas of Observation:

- How long did facilitator-trainees spend on the introduction? By the eighth session, the introduction section should be a review and should take no longer than 5 minutes. Note whether facilitator-trainees were able to explain and review the concepts accurately, and to do so without taking up too much time.
- Did facilitator-trainees have participants explain the important concepts (e.g., the Feeling Thermometer) where possible and when appropriate? It is important for facilitators of Street Smart to find as many occasions as possible to allow youth to state or reiterate the important concepts and messages of the program.

Exercise 2: How to Handle Difficult Sexual Situations

(20 minutes)

Activities:

1. Conduct Sonia and Pat role-play.
Note: The point of this role play is to discuss why Pat made excuses for having unprotected sex and what she got out of it using the “People’s Actions” handout. It also serves as a transition into the next exercise on rationalizations.

Exercise 3: Dealing with Rationalizations

(15 minutes)

Activities:

1. Explain “rationalizing” to participants.
2. Conduct rationalization card activity.

Notes and Specific Areas of Observation:

- Did facilitator-trainees make the link between the role-play and the rationalizations exercise?
- Were facilitator-trainees able to effectively describe and explain “rationalization” to youth?
- Did facilitator-trainees demonstrate “arguing against” a rationalization with their co-facilitator (if appropriate/necessary)?



STOP THE ACTION. *Explain to participants that they are no longer acting as “youth.”*

PROVIDING FEEDBACK

After facilitator-trainees have conducted the session, provide feedback (remember to use the “Notes and Specific Areas of Observation” and “Follow Up Key Points” to assist you in forming your constructive criticism).

Note: When providing feedback, trainees often use language that conveys judgment. (E.g., “you did this wrong.”) Trainers should stress that trainees instead note “you could have done this *differently*.” This is consistent with the non-judgmental format of the Street Smart intervention.

Use the following format as a guide when providing feedback:

1. Ask each of the facilitator-trainees one thing they liked about what they did and one thing they might do differently (if they were to do it again).

2. Do a go-round: Have each trainee state one thing they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently.
3. Trainers give feedback as to what they liked about what EACH of the facilitator-trainees did and one thing they would have wanted to see done differently. Use this as an opportunity to teach and make certain points in regards to facilitating the Street Smart session.
4. Trainers provide additional tips on how to conduct the session effectively. Use the Follow Up Key Points (see below) to guide your discussion.

FOLLOW UP KEY POINTS

State:

We want to cover some key points about some of the activities and this session in general.

Points about the introduction:

- By the eighth session, the introduction section should be a review and therefore should take no longer than 5 minutes. While it is important to explain and review the concepts accurately, it is equally as important that you don't take up too much time while doing so.
- It is important for facilitators of Street Smart to find as many occasions as possible to allow the youth to state or reiterate the important concepts and messages of the program. So, for example, facilitators should ask their youth to explain the purpose of tokens and the Feeling Thermometer.

Points about dealing with rationalizations:

- Facilitators should clearly demonstrate the link between the role play and the rationalization exercise (e.g., that Pat was rationalizing having unprotected sex and there are reasons why we make rationalizations.) Once the youth understand this point, they learn the skill of arguing against these rationalizations.
- Facilitators should be able to effectively describe and explain "rationalization" to youth. Let them know they can use other ways to describe the concept such as "making excuses" or "giving yourself permission."
- Facilitators may need to demonstrate "arguing against" a rationalization with their co-facilitator.

Discussion of Activities Not Covered in the TOF:

In the interest of providing sufficient time for trainers to provide feedback and session tips, facilitators leading Session 8 did not conduct Exercise 4, “Preparing for and Dealing with Slips.” In this exercise, youth fill out the “Goal Setting/Confidence Rating” sheet (8-D). The purpose of this activity is to encourage youth to become aware of what they want for themselves in the long run, and to recognize how “slips” involving unsafe sexual behavior can impede their ability to achieve these goals.

TRAINERS DEMONSTRATE SESSION 8

Exercise 5: Creating a Media Message

(45 minutes)

State:



Now my co-facilitator and I are going to take over and do the rest of this session. In this session, youth get to prepare a media message such as a rap music video, a soap opera, or commercial on safer sex. We videotape the message and then they get to watch it. This media message is for them and will not be shown to anyone outside the group.

We are inviting you to again take on your roles as youth.

Think about all the things that you have learned over the last few days.

What are the most important things that you want to communicate?

In the groups, youth have about 30 minutes to prepare this; you will have 15 minutes to get your media message together.

Then, we will film it, watch it, and review it.

Here are some props and makeup that you may want to use.

Point out the props, makeup, and video equipment.

You can make whatever type of media that you want, but it is essential that everyone is involved in the planning and production of the media message. Every person needs to have a role in creating your media message.

We need someone to videotape (this person can also be the director) and the rest of you should be in the video.

Think about all of the issues we have talked about in this group. Try and come up with something that incorporates what you have learned and that sends the message that staying safe means respecting and loving yourself as well as respecting and loving your partner.

Your video should last about 5-10 minutes.

What questions do you have about what we are going to do?

The trainers should stay completely out of the production and allow trainees to do all the work.

After they shoot the video, watch the video and then ask them for any reactions.

After watching the video, ask everyone to get in the circle again.

State:

In the last session, youth do an exercise where each of them imagine it is three years from now, and they write a post card to the group –telling the group how they are doing. This is an important closing activity because it provides participants with a chance to imagine a positive future for themselves, which provides motivation for adopting safer behaviors.

Session 8 should be followed by the individual session as well as the trip to the community resource—both of which we discussed yesterday. At this point if you have not already set up an appointment with all of your youth, make sure you establish a specific date and time before they leave. Also, if you have not done so already, discuss or remind youth of the trip to the community resource.

Recruitment and Retention

Now that you are familiar with the sessions of the intervention, you are probably eager to get Street Smart started in your own organization. There are a lot of things you will need to do to prepare your organization. One of the most important things is recruiting and retaining youth participants. Your Implementation Manual provides detailed information about Recruitment and Retention, as well as guidance on many of the other pre-implementation needs your organization will have to consider before implementing Street Smart.

Fidelity, Reinvention and Adaptation

Now that you have become familiar with the entire Street Smart intervention, we want to discuss ways for you to personalize it—make it your own in a way that will work most effectively for your specific target population, while also ensuring that you maintain fidelity to the intervention itself. Failing to maintain fidelity could compromise the effectiveness of Street Smart.

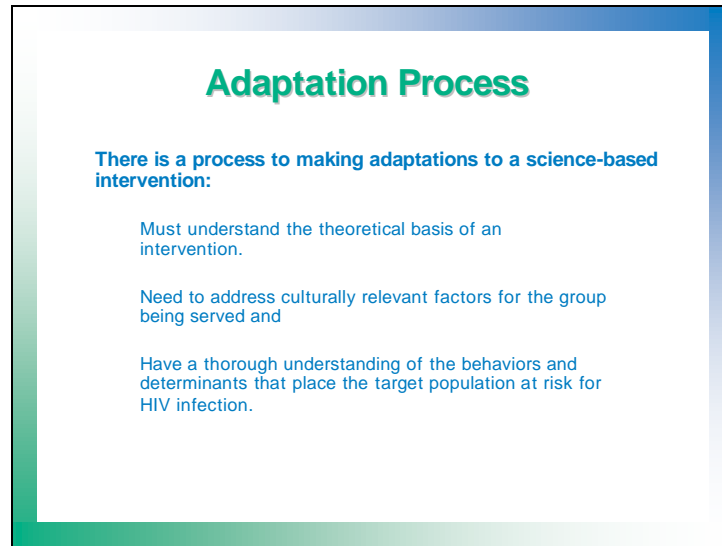
In order to maintain fidelity to the intervention, you have to be careful not to **re-invent** it. Reinvention occurs when a new intervention has been created as a result of over-modifying or incorrectly adapting a science-based intervention. For example, the core elements cannot be changed. Doing so alters the intervention. Similarly, making drastic changes, like dropping sessions or activities, changing the format (“let’s do this as individual sessions”), or eliminating key characteristics (“I don’t want to use the tokens”) also changes the intervention, making it something other than Street Smart.

For Slide 1, “Adaptation, Fidelity and Reinvention,” paraphrase or state:



So, let’s take a look at a PowerPoint presentation to help us understand adaptation and fidelity to the Street Smart intervention.

For Slide 2, “Adaptation Process,” paraphrase or state:

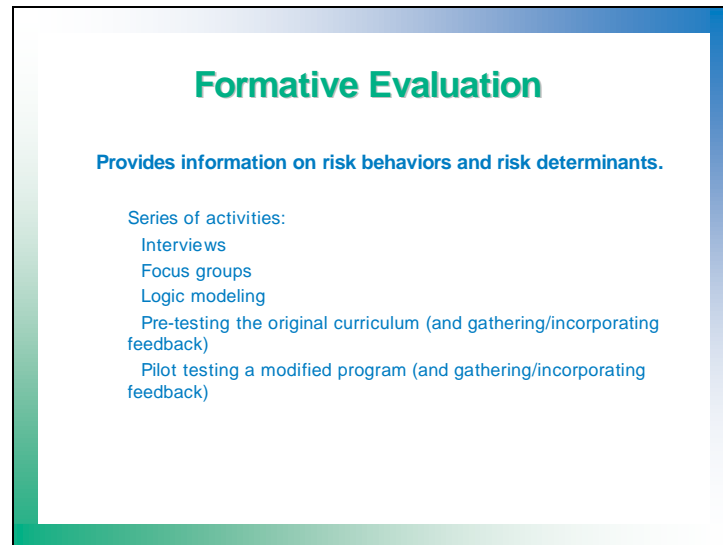


There is a process to making adaptations to a science-based intervention. Before any adaptation is made, it is important to understand the theoretical basis of an intervention. This will enable you to understand the components and make adaptations that are consistent with the goals of the intervention.

Additionally, agencies need to address culturally relevant factors for the group being served and have a thorough understanding of the behaviors and determinants that place the target population at risk for HIV infection.

This is accomplished with a formative evaluation (next slide).

For Slide 3, “Formative Evaluation,” paraphrase or state:



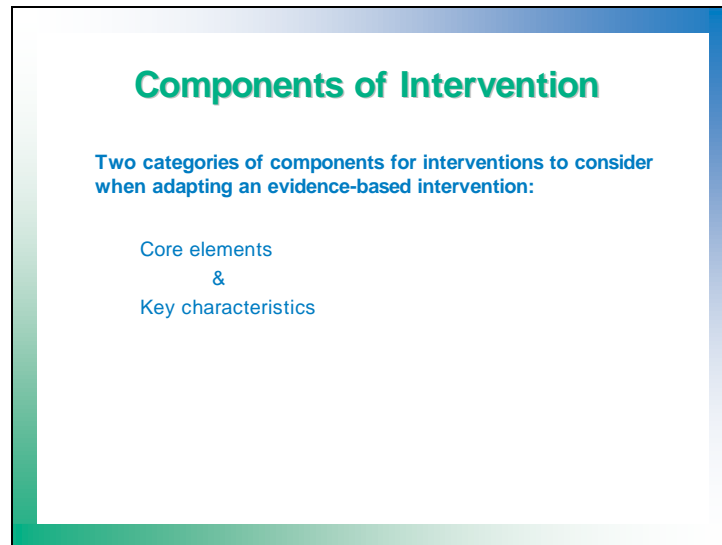
This is accomplished with a formative evaluation.

A formative evaluation of the target population can provide your organization with the information necessary to effectively adapt Street Smart for your target population by providing information on risk behaviors and risk determinants.

A formative evaluation can be conducted through a series of activities, including interviews, focus groups with the target population, logic modeling, pre-testing the original curriculum, and pilot testing a modified program.

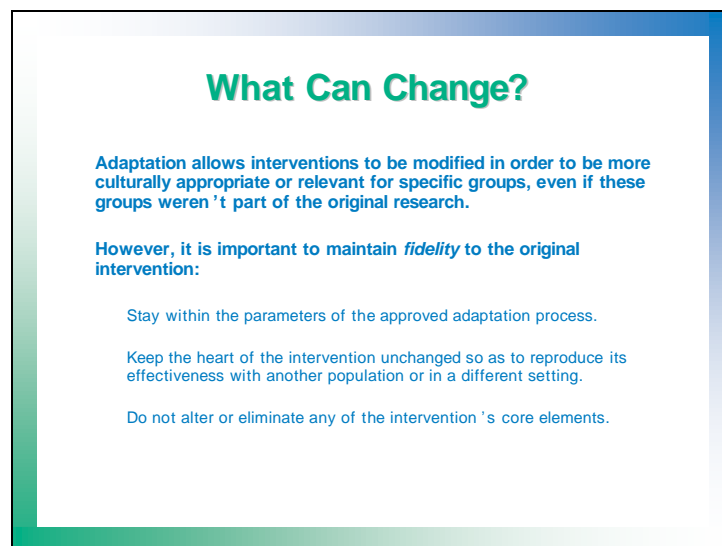
Many agencies and facilitators feel they know their target population well, and they are able to determine which of the elements of an intervention should be changed or modified to suit them. While this may or may not be true, it is of utmost importance that we make these determinations by collecting information from our population directly. Often what we think we know is strongly influenced by our own perceptions, opinions and judgments.

For Slide 4, “Components of Intervention,” paraphrase or state:



There are two categories of components for interventions to consider when adapting an evidence-based intervention:

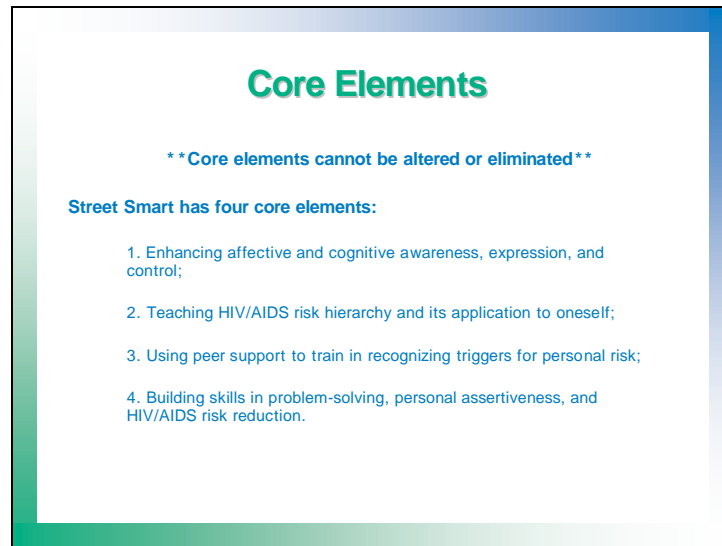
For Slide 5, “What Can Change,” paraphrase or state:



Fidelity is the practice of staying within the parameters of the approved adaptation process. It keeps the heart of the intervention unchanged so as to reproduce its effectiveness with another population or in a different setting. To

demonstrate fidelity to Street Smart, it is essential to not alter or eliminate any of the intervention's four core elements.

For Slide 6, “Core Elements,” paraphrase or state:



Core Elements

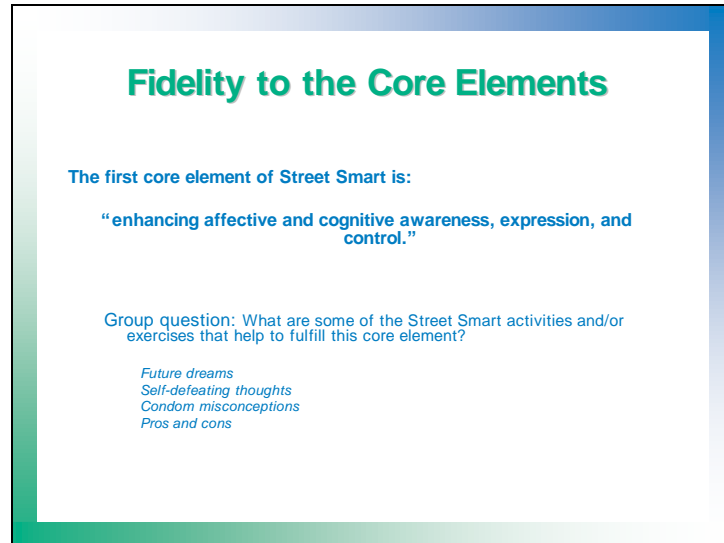
****Core elements cannot be altered or eliminated****

Street Smart has four core elements:

1. Enhancing affective and cognitive awareness, expression, and control;
2. Teaching HIV/AIDS risk hierarchy and its application to oneself;
3. Using peer support to train in recognizing triggers for personal risk;
4. Building skills in problem-solving, personal assertiveness, and HIV/AIDS risk reduction.

To reiterate, core elements are critical features of an intervention's intent and design. Because they are derived from the behavioral theory upon which the intervention is based, they are considered to be responsible for an intervention's effectiveness and cannot be altered or eliminated.

For Slide 7, “Fidelity to the Core Elements,” paraphrase or state:



Fidelity to the Core Elements

The first core element of Street Smart is:

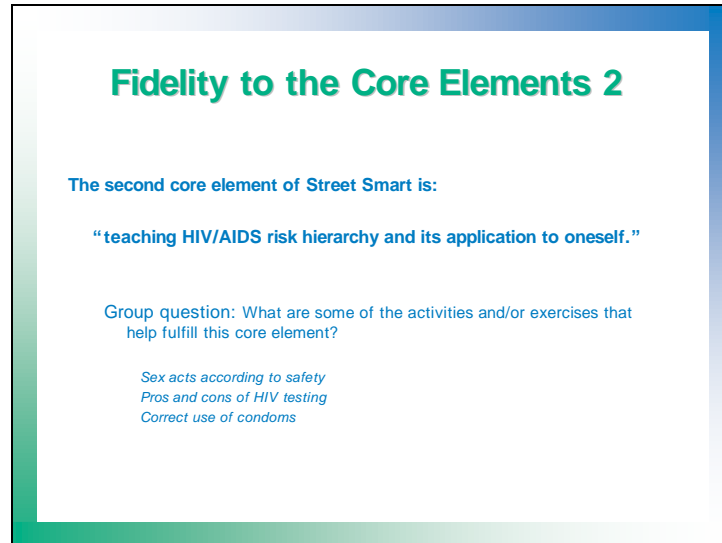
“enhancing affective and cognitive awareness, expression, and control.”

Group question: What are some of the Street Smart activities and/or exercises that help to fulfill this core element?

- Future dreams*
- Self-defeating thoughts*
- Condom misconceptions*
- Pros and cons*

This is achieved through addressing HIV/STD terms, future dreams, self-defeating thoughts, condom misconceptions, how drugs and alcohol affect actions, weighing pros and cons, coping styles, problem analysis, sexual values, self-talk, and goal setting.

For Slide 8, “Fidelity to the Core Elements 2,” paraphrase or state:



Fidelity to the Core Elements 2

The second core element of Street Smart is:

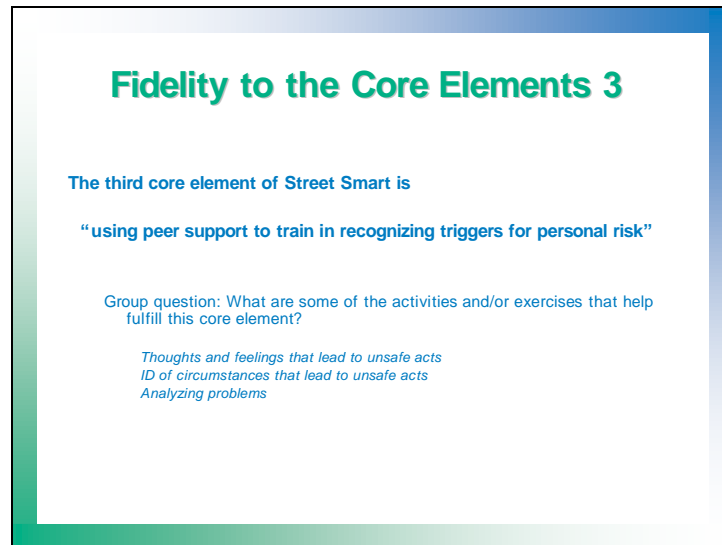
“teaching HIV/AIDS risk hierarchy and its application to oneself.”

Group question: What are some of the activities and/or exercises that help fulfill this core element?

- Sex acts according to safety*
- Pros and cons of HIV testing*
- Correct use of condoms*

This is achieved through exercises to promote understanding of HIV/STD transmission and the relative safety of sex acts, familiarize youth with condoms and their correct use, understand the pros and cons of getting an HIV test, and provoke consideration of the consequences of behaviors and choices.

For Slide 9, “Fidelity to the Core Elements 3,” paraphrase or state:



Fidelity to the Core Elements 3

The third core element of Street Smart is

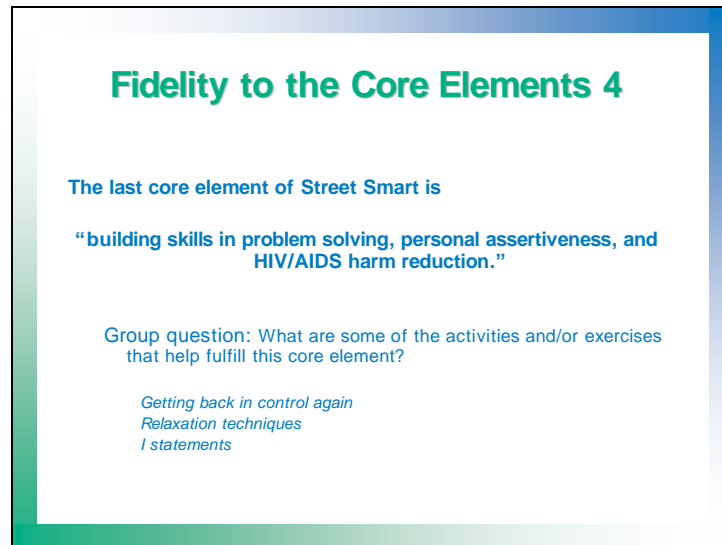
“using peer support to train in recognizing triggers for personal risk”

Group question: What are some of the activities and/or exercises that help fulfill this core element?

Thoughts and feelings that lead to unsafe acts
ID of circumstances that lead to unsafe acts
Analyzing problems

This is achieved through exploring thoughts and feelings that lead to unsafe acts, recognizing those feelings, identifying circumstances that contribute to unsafe acts, analyzing problems, encouraging participants to give feedback on role-plays, and by expressing appreciation through the use of tokens.

For Slide 10, “Fidelity to the Core Elements 4,” paraphrase or state:



Fidelity to the Core Elements 4

The last core element of Street Smart is

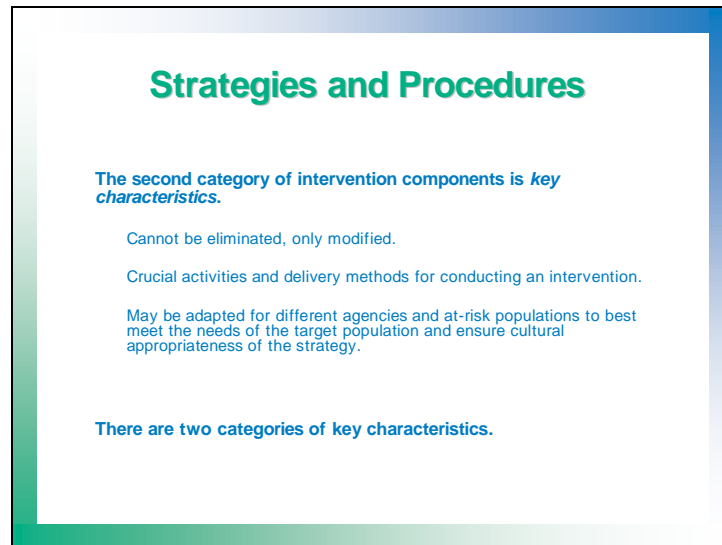
“building skills in problem solving, personal assertiveness, and HIV/AIDS harm reduction.”

Group question: What are some of the activities and/or exercises that help fulfill this core element?

*Getting back in control again
Relaxation techniques
I statements*

Youth are encouraged to set their own sexual limits, practice putting condoms on penile and vaginal models, participate in role-plays on the effects of drugs and alcohol, practice problem-solving steps, learn how to get back in control, try relaxation techniques, assess a partner’s risk, use “I” statements in assertive communication, switch negative thoughts to positive ones, and deal with rationalizations and slip-ups.

For Slide 11, “Strategies and Procedures,” paraphrase or state:



Strategies and Procedures

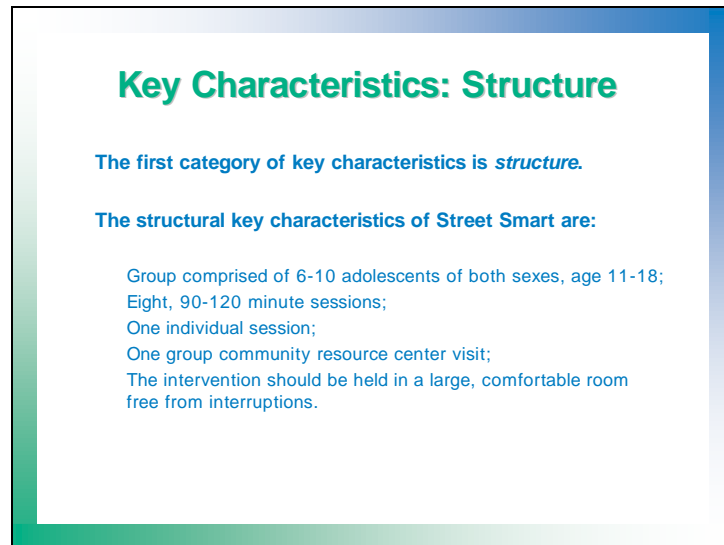
The second category of intervention components is *key characteristics*.

- Cannot be eliminated, only modified.
- Crucial activities and delivery methods for conducting an intervention.
- May be adapted for different agencies and at-risk populations to best meet the needs of the target population and ensure cultural appropriateness of the strategy.

There are two categories of key characteristics.

We know that the core elements of an intervention cannot be changed, but the key characteristics can be modified to best suit the needs of the implementing agency and the target population, but cannot be dropped altogether.

For Slide 12, “Key Characteristics: Structure,” paraphrase or state:



Key Characteristics: Structure

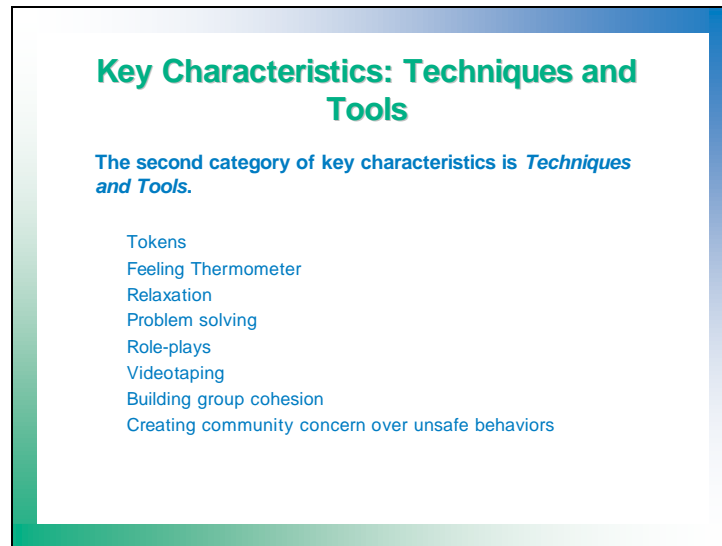
The first category of key characteristics is *structure*.

The structural key characteristics of Street Smart are:

- Group comprised of 6-10 adolescents of both sexes, age 11-18;
- Eight, 90-120 minute sessions;
- One individual session;
- One group community resource center visit;
- The intervention should be held in a large, comfortable room free from interruptions.

Some agencies may want to modify the way in which the intervention sessions are organized or delivered. For example, some agencies have asked if they can deliver all group level sessions over the course of a weekend in a retreat format. In cases such as these, it's important to work with your CBA provider to obtain guidance on how to pilot such an effort or to make major changes to the structure. Some structural changes are less intensive, such as an all male Street Smart cycle (e.g. young men who have sex with men). It is nonetheless still important that agencies work with their CBA provider or funder to make these modifications.

For Slide 13, “Key Characteristics: Techniques and Tools,” paraphrase or state:



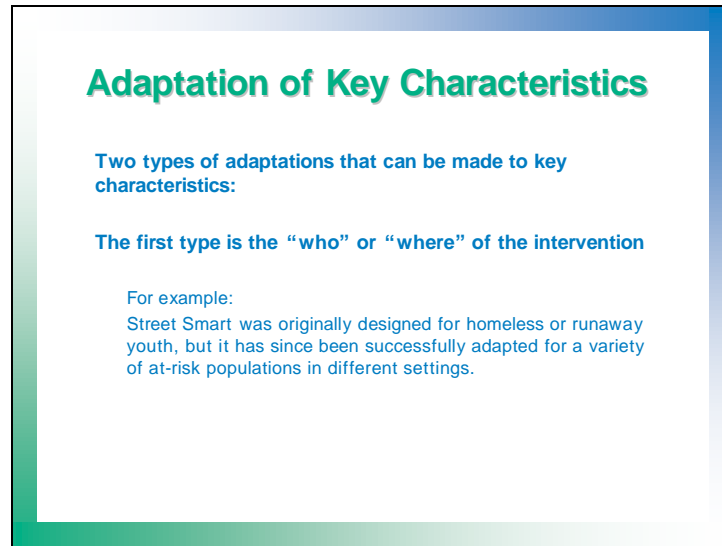
Key Characteristics: Techniques and Tools

The second category of key characteristics is *Techniques and Tools*.

- Tokens
- Feeling Thermometer
- Relaxation
- Problem solving
- Role-plays
- Videotaping
- Building group cohesion
- Creating community concern over unsafe behaviors

Adaptations to the key characteristics are very common, and in many cases can be done easily and seamlessly. Calling tokens by another name, such as “props” or “love” for example, or calling the Feeling Thermometer and “Emotionometer.” Changing names in role plays and problem solving scenarios to make them more culturally relevant is also common and encouraged. While adaptation of the Key Characteristics is important and useful, they cannot be abandoned altogether. So while you might change the setting of a relaxation exercise, you cannot decide that the relaxations aren’t useful to your group and therefore stop conducting them.

For Slide 14, “Adaptation of Key Characteristics,” paraphrase or state:



Adaptation of Key Characteristics

Two types of adaptations that can be made to key characteristics:

The first type is the “who” or “where” of the intervention

For example:
Street Smart was originally designed for homeless or runaway youth, but it has since been successfully adapted for a variety of at-risk populations in different settings.

There are two types of adaptations that can be made to key characteristics. The first type is modifying the “who” or “where” of the intervention by delivering the intervention to a different population or in a different setting than the one for which efficacy was originally demonstrated.

For example, Street Smart was originally designed for homeless or runaway youth, but it has since been successfully adapted for a variety of at-risk populations in different settings.

For Slide 15, “Adaptation of Key Characteristics,” paraphrase or state:

Adaptation of Key Characteristics

Second type of adaptation to the key characteristics:

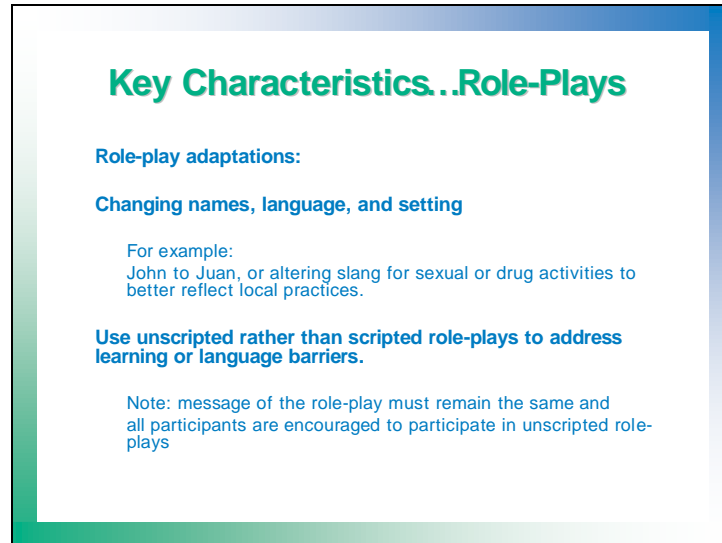
Alterations to the message, timing, or manner of the original intervention.

For example:

- Different risk-reduction strategies such as abstinence or limiting the number of sexual partners;
- Adjusting the scheduling of the program so as to have only one session a week as opposed to two or three;
- More non-scripted role-plays than used in the original curriculum.

The second type of adaptation to the key characteristics involves making alterations to the message, timing, or manner of the original intervention. This may mean emphasizing different risk-reduction strategies such as abstinence or limiting the number of sexual partners; adjusting the scheduling of the program so as to have only one session a week as opposed to two or three; or including more non-scripted role-plays than used in the original curriculum.

For Slide 16, “Key Characteristics....Role-Plays,” paraphrase or state:



Role-play alterations, such as changing names, language, and setting so as to ensure the role-plays are culturally relevant for your target population. Examples of acceptable changes include changing references from John to Juan, or altering slang for sexual or drug activities to better reflect local practices.

Another role-play adaptation that organizations may choose to make is to use unscripted rather than scripted role-plays to address learning or language barriers. If this is the case, be sure that the message of the role-play stays the same and that all participants are encouraged to participate in unscripted role-plays, not just those with reading or language difficulties.

For Slide 17, “Key Characteristics....Problem Solving,” paraphrase or state:

Key Characteristics...Problem Solving

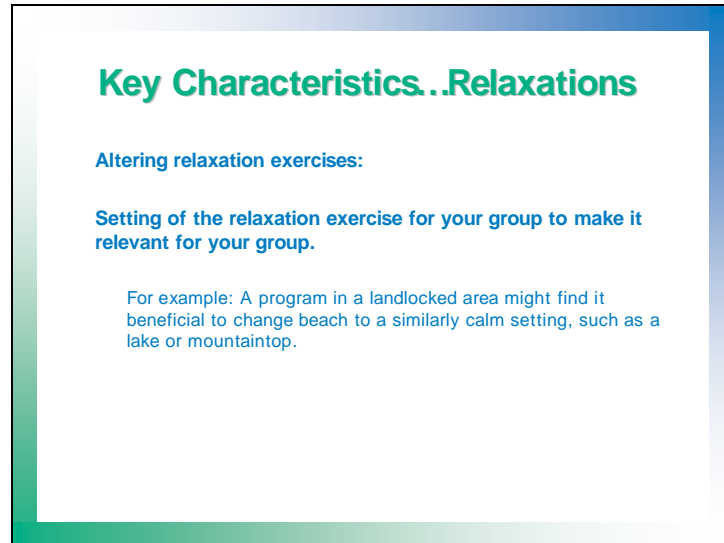
Problem-solving adaptations:

(Similar to those for role-plays)

- Changes in names
- Language
- Drug references
- Setting

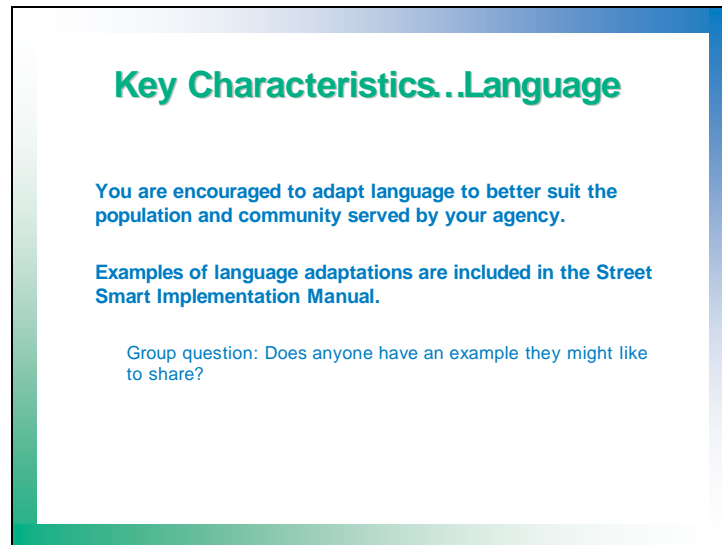
The adaptations for these exercises are similar to those for role-plays, including changes in names, language, drug references, and setting so as to ensure cultural relevance for your target population.

For Slide 18, “Key Characteristics....Relaxations,” paraphrase or state:



Another type of adaptation is altering relaxation exercises. In particular, you may find it helpful to alter the setting of the relaxation exercise for your group to make it relevant for your group. For example, a program in the Midwest or other landlocked area might find it beneficial to change the visualization of a beach relaxation to a similarly calm setting, such as a lake or even a mountaintop.

For Slide 19, “Key Characteristics....Language,” paraphrase or state:



Key Characteristics..Language

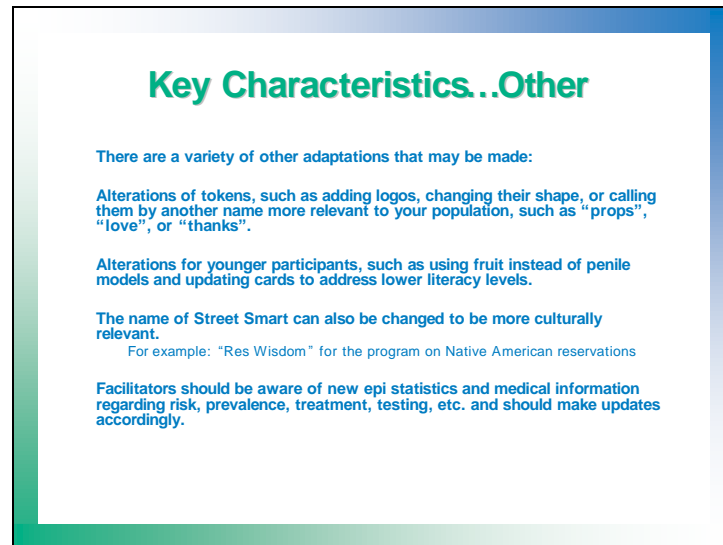
You are encouraged to adapt language to better suit the population and community served by your agency.

Examples of language adaptations are included in the Street Smart Implementation Manual.

Group question: Does anyone have an example they might like to share?

As discussed with respect to role-plays and problem-solving exercises, you are encouraged to adapt language to better suit the population and community served by your agency. Examples of language adaptations are changes to lingo and slang such as changing “let’s have sex” to “let’s hook up.” More examples are also included in your Implementation Manual.

For Slide 20, “Key Characteristics....Other,” paraphrase or state:



There are a variety of other adaptations that your organization may choose to undertake. Examples include alterations of tokens, such as adding logos, changing their shape, or calling them by another name more relevant to your population, such as “props”, “love”, or “thanks”.

Alterations may also be made to better suit younger participants, such as using fruit instead of penile models and updating cards to address lower literacy levels.

The name of Street Smart can also be changed to be more culturally relevant. An example of an effective name change is the use of “Res Wisdom” for the program on Native American reservations to both reflect the cultural emphasis upon wisdom as well as address the lack of “streets” on a reservation. Finally, facilitators should be aware of new statistics and medical information regarding HIV risk, prevalence, and treatment and should make updates accordingly.

Key Characteristics...Setting

Altering the setting of the intervention:

Originally designed to be conducted at shelters for runaways, but can be delivered in a variety of settings:

Group question: What are some examples of alternate settings?

Drop-in shelters

Community-based centers that serve youth

Churches

While the intervention was originally designed to be conducted at shelters for runaways, it can be delivered in a variety of settings, including drop-in shelters and community-based centers that serve youth.

Key Characteristics

Some key characteristics should only be altered after consulting with your funder or CBA provider.

Examples of such alterations include:

- Changing the group composition
- Altering the length of sessions
- Eliminating or altering same sex role-plays
- Altering worksheets and handouts
- Translating the program language (such as into Spanish from English)

Re-invention

Reinvention occurs when a new intervention has been created as a result of over-modifying or incorrectly adapting a science-based intervention.

For example: You cannot eliminate the core elements or key characteristics or make drastic changes, like dropping sessions, changing the format ("let's do this session before that one"), or removing key characteristics altogether ("I don't want to use tokens").

In order to maintain fidelity to the intervention, you have to be careful not to re-invent it.

Reinvention occurs when a new intervention has been created as a result of over-modifying or incorrectly adapting a science-based intervention.

For example, you cannot eliminate the core elements or key characteristics or make drastic changes, like dropping sessions, changing the format ("let's do this as individual sessions"), or changing key characteristics ("I don't want to use the tokens").

Adaptation Activity: Modifying Street Smart Prior to Implementation

Break group into small groups.

Who is your target population?

What might you modify?

What would be your justification for this modification?

Why do you think this is necessary to meet the needs of your target population?
How can you find out if this modification is necessary in order to make this intervention more culturally relevant for your target population?

How might you modify it? (Must be consistent with the theory and core components)

How would you assess/evaluate this modification?

Now we are going to ask you to break into small groups; you can organize by target population or by agency affiliation (Assist participants to determine how they will break out. If there are differing target population focuses represented in the group, you may wish to organize small groups this way to generate a variety of adaptation ideas. However, if most participating agencies are working with similar or same target populations, then break groups out by agency). When you get into your groups, consider and discuss the questions here on this slide. You have 5 minutes to confer and then come back to discuss in the large group. (Refer participants to the guidance on fidelity and adaptation in the Pre-Implementation Section of the IM as necessary).

Q & A

Exercise 7: Ending the Group

Closure and Evaluation

Thank you for attending this four-day training of facilitators.

As part of our closing activity, I would like to ask you to tell us one thing you appreciated about the training. What was most valuable to you? If there are any other comments or questions you have, please share those as well. My co-trainer and I are also going to participate after everyone else has had a turn to share.

Please make sure that you check the sign-in sheet prior to leaving today to ensure all of your contact information is correct. We will send this to each of you after the training, so you can stay in touch with one another.

Remember, no one is an expert the first time they implement something new. This training has been the first step in preparing you for your program's implementation. You have learned about the background of the Street Smart intervention, the sessions that comprise Street Smart, and we discussed adaptation of this intervention. Please feel free to contact us with any questions or concerns you may have about Street Smart. We are here to assist you however we can. If we are not the best people to provide the assistance, we will direct you to someone who may be better suited to your needs.

Before we leave, we do have some paperwork for you to complete and some materials for you to take back with you. As you know, evaluation is very important, and we are asking you to please complete the evaluations prior to our leaving today. We do read these and try to improve the training based on your feedback.

After you have finished with your evaluation, we have some materials to assist you in implementing Street Smart in your respective agencies. Please take two discs per agency. One disc contains all the Implementation Manual as well as all of the handouts and cards you will need to implement the intervention. The other contains the Street Smart orientation video you saw on the first day of this training. If you lose or need additional copies of either of these discs please do not hesitate to contact us.

We will be here for a while should you have anything else you would like to discuss with us. Our contact information is (state wherever it is -- whether you

pass out business cards, or write it on a newsprint). Once again, thank you for a wonderful four days.

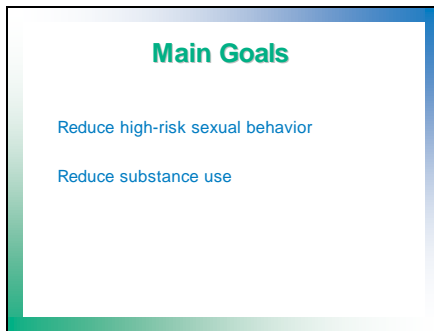
APPENDICES

GOALS OF STREET SMART POWER POINT SLIDES

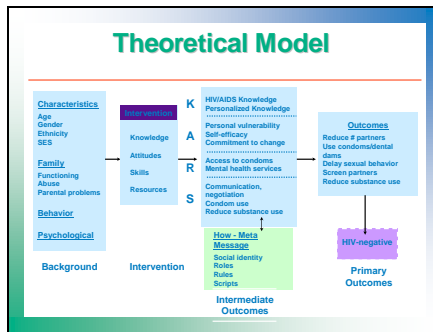
Slide 1



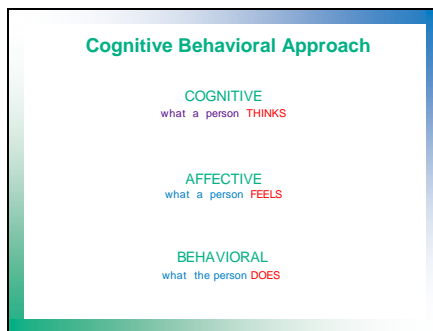
Slide 2



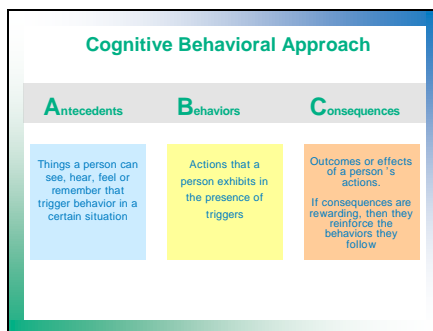
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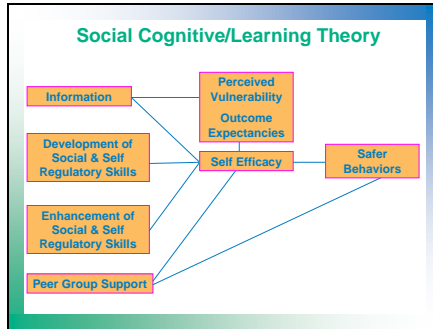
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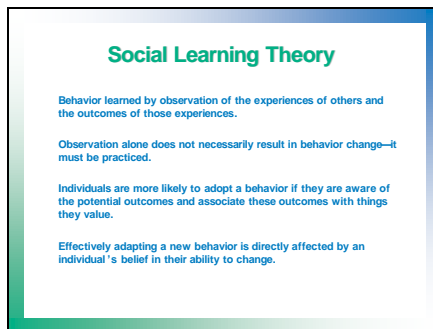
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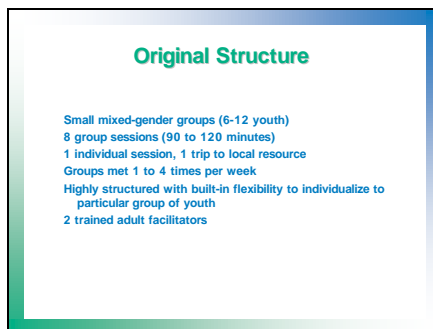
Slide 6



Slide 7



Slide 8



Slide 9

Core Elements

1. Enhance affective and cognitive awareness, expression and control
2. Teach risk hierarchy and its personal application
3. Using peer support to train in recognizing triggers for personal risk
4. Build skills in problem solving, assertiveness and HIV/AIDS harm reduction

Slide 10

Essential Techniques & Strategies

- Reinforce positive behaviors
- Label feelings
- Active participation
- Learn effective coping strategies
- Create concern over unsafe behaviors
- Encourage group cohesion over appropriate norms

Slide 11

Tools & Techniques

- Feeling Thermometer
- Tokens
- Role Plays (scripted and non-scripted)
- Videotaping participants
- Problem Solving
- Model effective coping and expression of emotion

Slide 12

Original Research

311 Sheltered Youth ages 11-18 (average age 15.6)

49% female

59% African American, 26 % Latino/a, 15% white or other ethnicity

4 Shelters in New York/ New Jersey area

Slide 13

Original Research

2 - Intervention Shelters

! Youth n = 167

! Intervention Groups

- Group sessions offered 4 days / week

2 - Control Shelters

! Youth n = 145

! No Intervention Groups

12 - Months Duration

Slide 14

Results

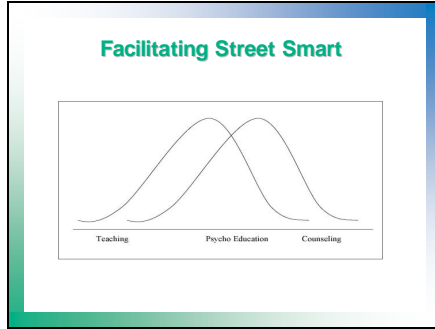
Overall reduction in substance use and high risk patterns of sexual behavior (Rothman-Borcia, et al., 1991)

Young women, greater reduction in substance use and unprotected sex than young men (Rothman-Borcia, et al., 2003)

Results varied by follow-up period:

- 6 mos. boys decreased marijuana use
- 12 mos. girls reductions in substance use
- 24 mos. girls decreased # of unprotected sex acts

Slide 15



Slide 16

- Session 1: Getting the Language of HIV & STD's
- Session 2: Personalized Risk
- Session 3: How to use Condoms
- Session 4: Drugs and Alcohol
- Session 5: Recognizing and Coping with Feelings
- Session 6: Negotiating Effectively
- Session 7: Self Talk
- Session 8: Safer Sex
- Session 9: Personal Counseling
- Session 10: Trip to a Community Resource

Slide 17

Q & A

GROUP FACILITATION AND MANAGEMENT

Many trainees may have experience facilitating groups, but not necessarily facilitating groups with a structured, manualized curriculum. This creates an additional challenge of having to manage a group and remain on task to the curriculum activities. Therefore, in addition to introducing the Street Smart intervention, this training also aims to assist trainees in learning how to utilize group management and facilitation skills in order to effectively implement the program. The following are examples of issues that might arise within a Street Smart group session and possible ways to address them.

Trainer Note: A handout version of this form is also included in the Appendices section. It should be distributed to the trainees to assist trainees in their preparation for teach-backs.

PARTICIPANT SEEMS WITHDRAWN, RESERVED, OR “TOO” QUIET

- Do exercises in dyads or triads to encourage interaction with other group members
- Do a go-round
- When doing a role-play, draw them into the action by setting the stage near the “quiet” or non-participatory youth
- Have them participate in non-verbal ways
- Have one facilitator “check in” with them after the group

PARTICIPANT TALKS TOO MUCH OR MONOPOLIZES THE GROUP

- Go back to ground rules and make it clear that everyone should participate
- Do not interrupt the speaker; however, if member pauses, thank them for their input and either keep moving with the curriculum or ask others what they think about the subject (not about what the participant was saying)
- When there is a pause, paraphrase what they are saying and link it back to the session
- When there is a pause, link it back to what another participant has said, validate the group (for being on point), and link it back to curriculum
- Suggest: “Let’s hear from some of you we haven’t heard from very much.”

PARTICIPANT ALWAYS SHOWS UP LATE AND/OR LEAVES EARLY

- Set-up the room to minimize distractions when latecomers arrive. Let the co-facilitator deal with their entrance (as opposed to the one presenting at the moment)
- Start and end on time

- Speak to member privately (not in front of the group)
- Find out if there is a problem outside of the group that needs to be addressed
- At the beginning of each session, thank all members for being on time
- Review the ground rules, stressing the importance of being on time
- Start promptly with the lottery

PARTICIPANT CHALLENGES INFORMATION PRESENTED

- Defuse confrontation by thanking the individual for bringing up their concerns, make sure to give them a token, decide whether or not to discuss the matter further, and then keep going with the curriculum
- If appropriate, ask other members to share their perception or comments on the issue
- Remember to not allow other members to jump on this participant (Remind everyone of the ground rule to agree to respect differences and thank that participant for bringing up a different perspective)
- Do not allow yourself to be drawn into an argument with the member—see it as an opportunity to clarify any misconceptions
- If necessary, ask if their concerns can be discussed further after the meeting
- Summarize what has been said, including concerns (e.g., “on this issue we said..., and we also heard that for some, it was difficult to believe that”)

CONFLICTING OPINIONS

- Clarify whenever necessary
- Link the discussion (and opposing views) to the session and move on
- Summarize what is being said by the entire group, including everyone’s ideas equally (e.g., “on this issue we said...and we also heard that for some, it was difficult to believe that...”)
- If the conflict is personal, do not ask other group members for comments
- Do not allow members’ arguments to disrupt the group
- If needed, speak to those involved privately

PARTICIPANT ASKS A PERSONAL QUESTION OR OPINION

- Acknowledge the question, then ask the group for their opinion
- Generalize the question to link it to a relevant teaching point and/or to emphasize important aspects of the intervention
- Rephrase the question so that you can answer it (if appropriate)
- Use humor to deflect the question, “wow, well that took me by surprise...”
- Break the question down further and link the subject back to the session or Street Smart. For example:
Youth: “When was the first time you had sex?”

Facilitator: “Do you mean what were the circumstances, like was I in love or not, or do you mean how old I was....?” (allow participant to answer) “...I ask because a lot of people have opinions about when is the right time to have sex for the first time. What do you think is important when thinking about having sex for the first time?”

THE GROUP SEEMS INACTIVE OR TOO QUIET

- Do exercises in dyads or triads to encourage interaction and participation
- Facilitator--pick up pace and energy
- Do a go-round to obtain Feeling Thermometer readings
- Examine facilitation. Facilitator may be “lecturing too much” or “preaching.” Stick closer to curriculum (avoid over-processing)
- Find opportunities within the curriculum to get the group up and moving (i.e., with role-play make stage so everyone has to move)

PARTICIPANTS ARE RELUCTANT TO DO ROLE-PLAYS

- Try calling it by different names (skit, scene, movie)
- Have a box of costumes for them to dress up and get in character
- Change format of role-plays (unscripted vs. scripted)
- In the beginning of the program, identify the participants who thrive on attention. Select these members to do the first role-plays. In later sessions, have them coach other participants in doing role-plays
- When helping participants prepare for role-plays, facilitator can review the role-play (some participants are better at hearing it than reading it) and give them ideas on how to make it fun
- When you are inviting youth to join the program, include role-plays as part of your description so youth aren’t caught off-guard

FACILITATORS RUN OUT OF TIME TO DO ALL THE ACTIVITIES IN THE SESSION

- Examine how prepared facilitators are prior to the session
 - Is time being used to set up that could be used to facilitate activities?
 - Are all newsprints prepared ahead of time?
- Start on time (often, facilitators start a little late to accommodate the “late” participants or wait for everyone to settle down)
- Explore facilitation around this issue
 - Collect data: Have co-facilitator (not facilitator presenting) keep track of time (written) it takes to finish exercise. How long did it take and how does that compare to suggested time in curriculum?
 - After each session, provide feedback on how they can conduct the session more efficiently. Helpful feedback to address this

issue could include suggestions on how to increase the pace and energy levels of the sessions.

- Note if there are particular exercises that seem to always take longer. Does it take longer only with one particular facilitator or in general? Is this because of your population (and may be an indication of a need for adaptation or tweaking) or is it a training issue? Request technical assistance around this activity.

USING THE MATERIAL TO HANDLE CHALLENGING SITUATIONS

Trainers should take every opportunity to use the tools of Street Smart during training, including when they have found themselves in difficult or confusing situations. This helps the trainer regain control, provides a moment to think and reinforces how the tools and techniques of Street Smart work.

- Use tokens liberally to allow yourself the time you may need to think, or consider a contribution or challenge from a participant. This also reinforces the more nuanced use of tokens as it excellently defuses most potentially challenging situations (giving a token of appreciation to a boisterous youth often has a calming effect without judgment or embarrassment)
- Use terminology found in the curriculum to respond to difficult situations (e.g., “wow, we really have a lot of pros and cons about this”)
- Model the thermometer when you’re feeling uneasy (e.g., “I just realized my thermometer is at a 65 right now. Let’s do a quick go round and see where everyone else is at...” Or, “these subjects can bring people’s thermometers up...”)
- Refer back to ground rules (in a pleasant manner) if necessary

SESSION 3 AT-A-GLANCE

Facilitator-trainees will conduct the following activities:

Exercise 1: Introductions

Exercise 2: Getting the Feel of Condoms

- A. Distribute condoms to participants and instruct them to get comfortable with them by doing wild and wacky things with them. (E.g., put them on your nose, blow them up like a balloon, etc.)
- B. Model doing different things with the condoms for participants to emulate.

Exercise 3: The Steps in Putting on Male Condoms

- A. Conduct male condom card activity (3-A)
- B. Hand out “Using a Male Condom” (3-B) and briefly review.

Exercise 4: The Steps in Putting on Female Condoms

- A. Introduce and explain the female pelvic model, referring to the “Female Anatomy Diagram” (3-C) as needed.
- B. Demonstrate how to use female condoms using the pelvic model
- C. Conduct female condom card activity (3-D)
- D. Hand out “Using a Female Condom” (3-E) and briefly review

Exercise 5: Practicing Putting on Male and Female Condoms

- A. Demonstrate how to use a male condom using a penile model
- B. Assign partners and have them practice putting male condoms on a model
- C. Have partners practice putting on female condoms using the female pelvic model
- D. Distribute “Benefits of Female Condoms” handout (3-F)
- E. Conduct “Barbara and Martha” unscripted role-play

General Tips:

- You do not have to follow the script in the curriculum word for word. Put it in your own words.
- Make sure you understand the goals and objectives of this session and how it fits into the Street Smart curriculum. Ask your trainers if you have any questions or need clarification.
- Make sure you understand the activity and objective of each exercise.
- Facilitators should divide the session between them, alternating between exercises (see below). Even when not leading an activity, the co-facilitator should be prepared to assist (distributing hand-outs, holding models, answering questions, etc.).
- Anticipate the transition process between activities. Prepare so that the switching between facilitators feels natural and is done smoothly.

Session-Specific Tips:

- It is important that you demonstrate comfort with condoms. Be playful and silly with them—if you are comfortable with them, the youth will be too.
- Take care to make sure you are comfortable correctly demonstrating the use of both male and female condoms. In particular, take time to familiarize yourself with the female anatomy model, as youth typically have a lot of questions about female anatomy and the female condom.
- Male facilitators should pay particular attention to how they demonstrate condom use, making sure to hold any models away from the genital area (to avoid any potential negative associations for youth with histories of sexual abuse).

Facilitator-trainee 1 should facilitate the following activities:

- Exercise 1
- Exercise 2
- Exercise 4

Facilitator-trainee 2 should facilitate the following activities:

- Exercise 3
- Exercise 5

SESSION 4 AT-A-GLANCE

Facilitator-trainees will conduct the following activities:

Exercise 1: Introductions

Exercise 2: How do Drugs and Alcohol Affect Practicing Safer Sex?

- A. Facilitate discussion around how drugs and alcohol affect a person's sexual decision-making
- B. Conduct "Sophia and Richard" role-play (4-A)

Exercise 4: What are the Pros and Cons of Substance Use?

- A. Facilitate a group brainstorm on the pros and cons of substance use and collect responses on newsprint (as described in the Facilitator's Guide).

Exercise 5: How Do Drugs and Alcohol Affect Me Personally?

- A. Conduct "Carl and Jerry" role play (4-D)
- B. Pass out and review "Do Drugs and Alcohol Encourage Me to Take Risks?" (4-E)

Exercise 6: How Does Substance Use Work?

- A. Explain how substance use affects your body and how your brain is wired to "trigger" thoughts of using substances
- B. Use the "TRIGGERS" poster to introduce and explain the trigger cycle

Exercise 7: How to Get Back in Control Again

- A. Pass out "Trigger Questionnaire" (4-F) and guide participants through filling it out.
(Note: Be sure to stop on p.126 before distributing rubber bands to the participants.)

General Tips:

- You do not have to follow the script in the curriculum word for word. Put it in your own words.
- Make sure you understand the goals and objectives of this session and how it fits into the Street Smart curriculum. Ask your trainers if you have any questions or need clarification.
- Make sure you understand the activity and objective of each exercise.
- Facilitators should divide the session between them, alternating between exercises (see below). Even when not leading an activity, the co-facilitator should be prepared to assist (distributing hand-outs, holding models, answering questions, etc.).
- Anticipate the transition process between activities. Prepare so that the switching between facilitators feels natural and is done smoothly.

Session-Specific Tips:

- Make sure that you avoid conveying judgment during the “Pros and Cons” activity. Don’t try to “convince” youth about the dangers of drug use.
- The “Carl and Jerry” role play serves as an introduction to the next activity (“Do Drugs and Alcohol Encourage Me to Take Risks?”) by illustrating that Carl’s drug use influenced him to do things he would not normally do. You should treat these as one seamless activity.
- The “Trigger Questionnaire” can help to demonstrate the link between understanding triggers and the trigger cycle and how this understanding can be used to manage triggers. Remember to have participants spread out while they are filling out the form to maintain confidentiality.

Facilitator-trainee 1 should facilitate the following activities:

- Exercise 1
- Exercise 2
- Exercise 5
- Exercise 7

Facilitator-trainee 2 should facilitate the following activities:

- Exercise 4
- Exercise 6

SESSION 5 AT-A-GLANCE

Facilitator-trainees will conduct the following activities:

Exercise 1: Introductions

Exercise 3: Coping Styles

- A. Conduct Jennifer and Carrie role-play (5-A).
- B. Hand out “Ways of Coping” (5-B) and briefly review each coping style.

Exercise 4: How to Solve a Problem

- A. Introduce the notion of problem-solving and practice identifying problems using “the four Ws: Who, Where, When, and What.”
- B. Hand out and review the “Advantages and Disadvantages of Getting Tested for HIV” (5-F).
- C. Choose a volunteer to play Pedro give him/her the card to read, and pass out the “Problem Analysis Form” (5-G) (5-E).
- D. Guide the group through asking Pedro questions using the Problem Analysis Form until Pedro decides what his problem is.
- E. Conduct SMART activity using Pedro’s problem.
- F. Hand out “Fact Sheet on HIV Testing” (5-H).

Exercise 5: How to Use Relaxation in a Tough Situation

- A. Model relaxation by conducting quickie relaxation exercises (one minute).
If time permits, pass out all the “QUICKIE RELAXATION CARDS.” Each group member should end up with at least three cards. Allow a few minutes for each member to select the one they like best. (Alternatively, you can simply give each person one card at random). You may find it helpful to preselect the cards that you think your youth will best relate to.
- B. Select volunteers to read their relaxation cards.

General Tips:

- You do not have to follow the script in the curriculum word for word. Put it in your own words, just keep it concise.
- Make sure you understand the goals and objectives of this session and how it fits into the Street Smart curriculum. Ask your trainers if you have any questions or need clarification.
- Make sure you understand the activity and objective of each exercise.
- Facilitators should divide the session between them, alternating between exercises (see below). Even when not leading an activity, the co-facilitator should be prepared to assist (distributing hand-outs, holding models, answering questions, etc.).
- Anticipate the transition process between activities. Prepare so that the switching between facilitators feels natural and is done smoothly.

Session-Specific Tips:

- Make sure you are comfortable explaining the various coping styles and can demonstrate that each coping style is not appropriate for every situation.
- Make sure that you are comfortable working through the SMART grid. Emphasize that SMART is an example of problem-solving (a coping technique). This helps to connect information learned in previous sessions.
- Encourage participants to brainstorm. Make sure to list possibilities without judging them.
- Limit the possible actions in SMART to 4-6 to keep the pace moving.
- Practice reading the relaxation exercises aloud to your co-facilitator before the session, focusing on keeping your voice calm and soothing.
- Co-facilitators should model the relaxation instructions (e.g., getting into a comfortable position, closing their eyes, etc.) during the activity.

Facilitator-trainee 1 should facilitate the following activities:

- Exercise 1
- Exercise 3
- Exercise 5

Facilitator-trainee 2 should facilitate the following activities:

- Exercise 4

SESSION 6 AT-A-GLANCE

Facilitator-trainees will conduct the following activities:

Exercise 1: Introductions

Exercise 2: What Are My Sexual Values?

- A. Conduct Chris and Maria role-play (6-A).
- B. Distribute “My Sexual Values” form (6-B) and instruct participants to fill it out.

Exercise 3: What to Do When the Pressure is On

- A. Review “Ways of Coping” using the poster.
- B. Conduct the Art and George role-play (6-C).
- C. Conduct a SMART activity, using Art’s dilemma from the earlier role-play as the problem the group needs to help solve. Use the Problem Analysis Form to facilitate this activity.

Exercise 4: How to Communicate with Confidence

- A. Explain how to communicate using “I Statements.”
- B. Demonstrate an “I Statement,” pass out the “Confident Communication Feedback Form,” (6-E) and explain how it will be used.
- C. Have each participant practice an “I Statement” using the cards and have the rest of the group observe and provide feedback using the “Confident Communication Feedback Form” (6-E).
- D. Pass out “I Statement” wallet cards.

Exercise 5: How Safe is My Partner

- A. Facilitate brainstorming of questions to ask a potential partner to find out if they are safe and write group members’ suggestions on newsprint.
- B. Conduct an unscripted role play using the questions the group members just came up with.

General Tips:

- You do not have to follow the script in the curriculum word for word. Put it in your own words.
- Make sure you understand the goals and objectives of this session and how it fits into the Street Smart curriculum. Ask your trainers if you have any questions or need clarification.
- Make sure you understand the activity and objective of each exercise.
- Facilitators should divide the session between them, alternating between exercises (see below). Even when not leading an activity, the co-facilitator should be prepared to assist (distributing hand-outs, holding models, answering questions, etc.).
- Anticipate the transition process between activities. Prepare so that the switching between facilitators feels natural and is done smoothly.

Session-Specific Tips:

- The sexual values form is intended to encourage participants to consider their sexual values and to recognize how knowing their values can help them negotiate effectively (so that they can stand up for and act upon what they believe in). Avoid over-processing the activity, but be sure to remind the youth that values and behaviors don't always align.
- Facilitators often find it helpful to write the "I statement" structure on a newsprint so it is available for easy reference during the session.
- Make sure that a female plays a male and a male plays a female during the role play. This provides an opportunity for youth to be in another gender's "shoes" and dismiss gender stereotypes.
- Don't use the role-play to "teach" certain sexual values. Be careful not to convey any judgments about any sexual values the youth might share. Avoid using language like "good" or "bad" values.

Facilitator-trainee 1 should facilitate the following activities:

- Exercise 1
- Exercise 2
- Exercise 4

Facilitator-trainee 2 should facilitate the following activities:

- Exercise 3
- Exercise 5

SESSION 7 AT-A-GLANCE

Facilitator-trainees will conduct the following activities:

Exercise 1: Introductions

Exercise 2: Recognizing Harmful and Helpful Thoughts

- A. Explain the difference between thoughts that are harmful and thoughts that are helpful as they relate to practicing safer sex.
- B. Conduct the harmful/helpful thought card game (7-A).

Exercise 3: Switching from Harmful to Helpful Thoughts

- A. Explain how to stop a negative thought cycle using the steps “catch, stop, challenge, and substitute” using the prepared newsprint.
- B. Have two volunteer participants practice switching self-defeating to self-supporting thoughts.

Exercise 5: Using Self-Talk in Tough Situations

- A. Discuss the purpose and use of Self-Talk.
- B. Hand out “Examples of Self-Talk” (7-B) and go over it with the group. Write the steps on newsprint.

General Tips:

- You do not have to follow the script in the curriculum word for word. Put it in your own words.
- Make sure you understand the goals and objectives of this session and how it fits into the Street Smart curriculum. Ask your trainers if you have any questions or need clarification.
- Make sure you understand the activity and objective of each exercise.
- Facilitators should divide the session between them, alternating between exercises (see below). Even when not leading an activity, the co-facilitator should be prepared to assist (distributing hand-outs, holding models, answering questions, etc.).
- Anticipate the transition process between activities. Prepare so that the switching between facilitators feels natural and is done smoothly.

Session-Specific Tips

- Facilitators often find it helpful to write the “I statement” structure on a newsprint so it is available for easy reference during the session.
- Remember to have the role-play participants switch genders so a male plays Barbara and a female plays Jimmy. This provides an opportunity for youth to be in another gender’s “shoes” and dismiss gender stereotypes.
- Make sure to use the terms “helpful” and “harmful” rather than “good” or “bad” to avoid conveying judgment. Explain how these thoughts can make it more or less likely for a person to engage in unsafe sex.
- Make sure cards are well shuffled. Sort the cards if need be to make the game “fair” or let participants pick the cards themselves from the stack.

Facilitator-trainee 1 should facilitate the following activities:

- Exercise 1
- Exercise 2
- Exercise 5

Facilitator-trainee 2 should facilitate the following activities:

- Exercise 3

SESSION 8 AT-A-GLANCE

Facilitator-trainees will conduct the following activities:

Exercise 1: Introductions

Exercise 2: How to Handle Difficult Sexual Situations

- A. Conduct Sonia and Pat role-play (8-A).

Exercise 3: Dealing with Rationalizations

- A. Explain “rationalizing” to participants (8-B).
- B. Conduct rationalization card activity (8-C).

General Tips:

- You do not have to follow the script in the curriculum word for word. Put it in your own words.
- Make sure you understand the goals and objectives of this session and how it fits into the Street Smart curriculum. Ask your trainers if you have any questions or need clarification.
- Make sure you understand the activity and objective of each exercise.
- Facilitators should divide the session between them, alternating between exercises (see below). Even when not leading an activity, the co-facilitator should be prepared to assist (distributing hand-outs, holding models, answering questions, etc.).
- Anticipate the transition process between activities. Prepare so that the switching between facilitators feels natural and is done smoothly.

Session-Specific Tips

- Use the “People’s Actions” handout to help the group process why Pat made excuses for having unsafe sex and what she got out of it. This can help transition to the exercise on rationalizations.

Trainers will facilitate the following:

Exercise 5: Creating a Media Message

Exercise 7: Ending the Group

Facilitator-trainee 1 should facilitate the following activities:

- Exercise 1
- Exercise 2

Facilitator-trainee 2 should facilitate the following activities:

- Exercise 3

Date_____

DAILY EVALUATION

Let us know what you think! In the columns below, describe what you found helpful about today’s training (Pros) and what could have been more helpful (Cons).

Pros	Cons

COMMENTS:

PEER OBSERVATION FORM

Your Name: _____

Session: _____

Names of Facilitator-Trainees Presenting:

1) _____ **2)** _____

Use this form to record your feedback on the knowledge and skills of your fellow participants delivering a teach-back presentation. Remember that your objective feedback on observable behaviors will allow them to pinpoint their specific strengths and identify opportunities for growth.

E/N	Observed Behavior
	Presents information clearly and correctly
	Uses a clear voice and can be heard in all areas of the room
	Makes eye contact with the audience
	Uses an open body posture
	Avoids distracting behaviors
	Gives the group clear directions
	Uses visual aids (newsprints) effectively
	Checks in with the group
	Reviews and summarizes important points
	Stays within the timeframe
	Presents material as written in the curriculum

E = Effective

N = Needs Attention

Things you liked about what facilitators did:

Things you might have done differently:



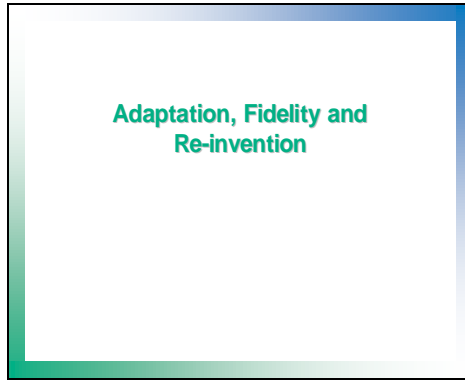
THE ABCs OF SMART BEHAVIOR

To avoid or reduce the risk for HIV

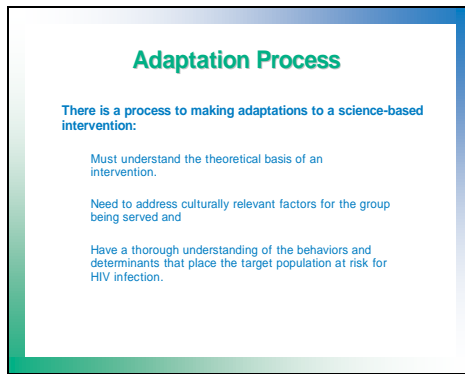
- **A** stands for abstinence.
- **B** stands for being faithful to a single sexual partner.
- **C** stands for using condoms consistently and correctly.

FIDELITY, REINVENTION AND ADAPTATION POWERPOINT SLIDES

Slide 18



Slide 19



Slide 20

Formative Evaluation

Provides information on risk behaviors and risk determinants.

Series of activities:

- Interviews
- Focus groups
- Logic modeling
- Pre-testing the original curriculum (and gathering/incorporating feedback)
- Pilot testing a modified program (and gathering/incorporating feedback)

Slide 21

Components of Intervention

Two categories of components for interventions to consider when adapting an evidence-based intervention:

Core elements
&
Key characteristics

Slide 22

What Can Change?

Adaptation allows interventions to be modified in order to be more effective for specific groups, even if these groups weren't part of the original research.

However, it is important to maintain *fidelity* to the original intervention:

- Stay within the parameters of the approved adaptation process.
- Keep the heart of the intervention unchanged so as to reproduce its effectiveness with another population or in a different setting.
- Do not alter or eliminate any of the intervention's core elements.

Slide 23

Core Elements

****Core elements cannot be altered or eliminated****

Street Smart has four core elements:

1. Enhancing affective and cognitive awareness, expression, and control;
2. Teaching HIV/AIDS risk hierarchy and its application to oneself;
3. Using peer support to train in recognizing triggers for personal risk;
4. Building skills in problem-solving, personal assertiveness, and HIV/AIDS risk reduction.

Slide 24

Fidelity to the Core Elements

The first core element of Street Smart is:

"enhancing affective and cognitive awareness, expression, and control."

Group question: What are some of the Street Smart activities and/or exercises that help to fulfill this core element?

*Future dreams
Self-defeating thoughts
Condom misconceptions
Pros and cons*

Slide 25

Fidelity to the Core Elements 2

The second core element of Street Smart is:

"teaching HIV/AIDS risk hierarchy and its application to oneself."

Group question: What are some of the activities and/or exercises that help fulfill this core element?

*Sex acts according to safety
Pros and cons of HIV testing
Correct use of condoms*

Slide 26

Fidelity to the Core Elements 3

The third core element of Street Smart is

"using peer support to train in recognizing triggers for personal risk"

Group question: What are some of the activities and/or exercises that help fulfill this core element?

Thoughts and feelings that lead to unsafe acts
ID of circumstances that lead to unsafe acts
Analyzing problems

Slide 27

Fidelity to the Core Elements 4

The last core element of Street Smart is

"building skills in problem solving, personal assertiveness, and HIV/AIDS harm reduction."

Group question: What are some of the activities and/or exercises that help fulfill this core element?

Getting back in control again
Relaxation techniques
I statements

Slide 28

Strategies and Procedures

The second category of intervention components is *key characteristics*.

Cannot be eliminated, only modified.

Crucial activities and delivery methods for conducting an intervention.

May be adapted for different agencies and at-risk populations to best meet the needs of the target population and ensure cultural appropriateness of the strategy.

There are two categories of *key characteristics*.

Slide 29

Key Characteristics: Structure

The first category of key characteristics is *structure*.

The structural key characteristics of Street Smart are:

- Group comprised of 6-10 adolescents of both sexes, age 11-18;
- Eight, 90-120 minute sessions;
- One individual session;
- One group community resource center visit;
- The intervention should be held in a large, comfortable room free from interruptions.

Slide 30

Key Characteristics: Techniques and Tools

The second category of key characteristics is *Techniques and Tools*.

- Tokens
- Feeling Thermometer
- Relaxation
- Problem solving
- Role-plays
- Videotaping
- Building group cohesion
- Creating community concern over unsafe behaviors

Slide 31

Adaptation of Key Characteristics

Two types of adaptations that can be made to key characteristics:

The first type is the “who” or “where” of the intervention

For example:
Street Smart was originally designed for homeless or runaway youth, but it has since been successfully adapted for a variety of at-risk populations in different settings.

Slide 32

Adaptation of Key Characteristics

Second type of adaptation to the key characteristics:

Alterations to the message, timing, or manner of the original intervention.

For example:
Different risk-reduction strategies such as abstinence or limiting the number of sexual partners;

Adjusting the scheduling of the program so as to have only one session a week as opposed to two or three;

More non-scripted role-plays than used in the original curriculum.

Slide 33

Key Characteristics...Role-Plays

Role-play adaptations:

Changing names, language, and setting

For example:
John to Juan, or altering slang for sexual or drug activities to better reflect local practices.

Use unscripted rather than scripted role-plays to address learning or language barriers.

Note: message of the role-play must remain the same and all participants are encouraged to participate in unscripted role-plays

Slide 34

Key Characteristics...Problem Solving

Problem-solving adaptations:

(Similar to those for role-plays)

- Changes in names
- Language
- Drug references
- Setting

Slide 35

Key Characteristics..Relaxations

Altering relaxation exercises:

Setting of the relaxation exercise for your group to make it relevant for your group.

For example: A program in a landlocked area might find it beneficial to change beach to a similarly calm setting, such as a lake or mountaintop.

Slide 36

Key Characteristics..Language

You are encouraged to adapt language to better suit the population and community served by your agency.

Examples of language adaptations are included in the Street Smart Implementation Manual.

Group question: Does anyone have an example they might like to share?

Slide 37

Key Characteristics..Other

There are a variety of other adaptations that may be made:

Alterations of tokens, such as adding logos, changing their shape, or calling them by another name more relevant to your population, such as "props", "love", or "thanks".

Alterations for younger participants, such as using fruit instead of penile models and updating cards to address lower literacy levels.

The name of Street Smart can also be changed to be more culturally relevant.
For example: "Res Wisdom" for the program on Native American reservations

Facilitators should be aware of new epi statistics and medical information regarding risk, prevalence, treatment, testing, etc. and should make updates accordingly.

Slide 38

Key Characteristics...Setting

Altering the setting of the intervention:

Originally designed to be conducted at shelters for runaways, but can be delivered in a variety of settings:

Group question: What are some examples of alternate settings?

- Drop-in shelters
- Community-based centers that serve youth
- Churches

Slide 39

Key Characteristics

Some key characteristics should only be altered after consulting with your funder or CBA provider.

Examples of such alterations include:

- Changing the group composition
- Altering the length of sessions
- Eliminating or altering same sex role-plays
- Altering worksheets and handouts
- Translating the program language (such as into Spanish from English)

Slide 40

Re-invention

Reinvention occurs when a new intervention has been created as a result of over-modifying or incorrectly adapting a science-based intervention.

For example: You cannot eliminate the core elements or key characteristics or make drastic changes, like dropping sessions, changing the format ("let's do this session before that one"), or removing key characteristics altogether ("I don't want to use tokens").

Slide 41

Adaptation Activity: Modifying Street Smart Prior to Implementation

Break group into small groups.

Who is your target population?

What might you modify?

What would be your justification for this modification?

Why do you think this is necessary to meet the needs of your target population?
How can you find out if this modification is necessary in order to make this intervention more effective for your target population?

How might you modify it? (Must be consistent with the theory and core components)

How would you assess/evaluate this modification?

Slide 42

Q & A
